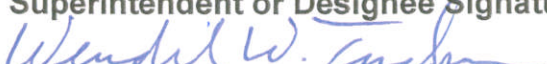


SIG Form 1—Application Cover Sheet**School Improvement Grant (SIG)
Application for Funding****APPLICATION RECEIPT DEADLINE****July 2, 2010, 4 p.m.**

Submit to:

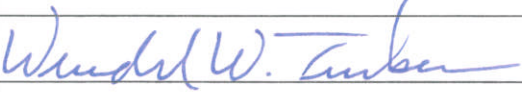
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

| | | |
|--|-------------------------------------|--|
| County Name: Riverside | | County/District Code: 3 3 6 6 9 7 7 |
| Local Educational Agency (LEA) Name Alvord Unified School District | | LEA NCES Number: 0 6 0 2 4 3 0 |
| LEA Address 10365 Keller Avenue | | Total Grant Amount Requested \$5,617,727.29 |
| City Riverside | Zip Code 92505 | |
| Name of Primary Grant Coordinator Diana M. Asseier | | Grant Coordinator Title Assistant Superintendent |
| Telephone Number (951) 509-5064 | Fax Number (951) 351-9364 | E-mail Address diana.asseier@alvord.k12.ca.us |
| CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete. | | |
| Printed Name of Superintendent or Designee Wendel W. Tucker, Ph.D. | | Telephone Number (951) 509-5070 |
| Superintendent or Designee Signature  | | Date 8-27-10 |

Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

| | |
|------------------------------------|--|
| Agency Name: | Alvord Unified School District |
| Name of Authorized Executive: | Wendel W. Tucker, Ph.D. |
| Title of Authorized Executive: | Superintendent of Schools |
| Signature of Authorized Executive: |  |
| Date: | 8-27-10 |

SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at <http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp>. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

 KS Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)

 KS Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

 KS Form 3 Narrative Response

 KS Form 4a LEA Projected Budget

 KS Form 4b School Projected Budget

 KS Form 5a LEA Budget Narrative

 KS Form 5b School Budget Narrative

 KS Form 6 General Assurances
Drug Free Workplace Certification
Lobbying Certification
Debarment and Suspension Certification

 KS Form 7 Sub-grant Conditions and Assurances (three pages)

 KS Form 8 Waivers Requested

 KS Form 9 Schools to Be Served Chart

 KS Form 10 Implementation Chart for a Tier I or Tier II School

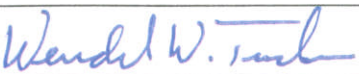
 NA Form 11 Implementation Chart for a Tier III School, (if applicable)

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

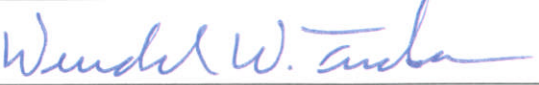
[illegible]

SIG Form 2—Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

| CDS Code | School District Name | Printed Name of Superintendent | Signature of Superintendent |
|--|--------------------------------|--------------------------------|---|
| 3 3 6 6 9 7 7 | Alvord Unified School District | Wendel W. Tucker, Ph.D. |  |
| CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY | | | |

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

| | |
|--|---|
| LEA Name: | Alvord Unified School District |
| Authorized Executive: | Wendel W. Tucker, Ph.D., Superintendent |
| Signature of Authorized Executive |  |

SIG Form 2 – Collaborative Signatures

Table of Contents

| Item | Page Number |
|---|--------------------|
| School Improvement Grant Committee Meeting Sign-in Sheet April 19, 2010..... | 1-3 |
| School Improvement Grant Committee Meeting Agenda April 19, 2010..... | 4 |
| School Improvement Grant Committee Meeting Minutes April 19, 2010..... | 5 |
| School Improvement Grant Committee Meeting Sign-in Sheet April 27, 2010..... | 6-7 |
| School Improvement Grant Committee Meeting Agenda April 27, 2010..... | 8 |
| School Improvement Grant Committee Meeting Minutes April 27, 2010..... | 9-10 |
| School Improvement Grant Committee Meeting Sign-in Sheet May 3, 2010..... | 11-12 |
| School Improvement Grant Committee Meeting Agenda May 3, 2010..... | 13 |
| School Improvement Grant Committee Meeting Minutes May 3, 2010..... | 14-19 |
| Community Meeting Sign-in Sheet April 22, 2010..... | 20-25 |
| ELAC Meeting Sign-in Sheet April 14, 2010..... | 26-28 |
| ELAC Meeting Agenda April 14, 2010..... | 29 |
| ELAC Meeting Minutes April 14, 2010..... | 30-31 |
| SSC Meeting Sign-in Sheet April 20, 2010..... | 32 |
| SSC Meeting Agenda April 20, 2010..... | 33 |
| SSC Meeting Minutes April 20, 2010..... | 34-35 |

School Improvement Grant Committee Meeting

Norte Vista High School - Library
April 19, 2010
3:00 p.m.

| | Agenda Items | Notes |
|------|---------------|-------|
| I. | Introductions | |
| II. | Overview | |
| III. | Purpose | |
| IV. | Expectations | |
| V. | Norms | |
| VI. | Next Steps | |

Notes

[illegible]

Minutes

School Improvement Grant Committee Meeting

Norte Vista High School - Library
April 19, 2010
3:00 p.m.

Attendees: Craig Adams, Rosa Arballo, Diana Asseier, Pat Chandler, Paul Choudury, Ian Fish, Priscilla Gallo, Valeria Graham, Maria Herreria, Jenny Hirst, Mike Horton, Joi Huben, Sherri Kemp, Sinar Lomeli, Shirley Marcotte, Shawn Marshall, Bonnie Mitchell, Diana Ochoa, Erik Ramirez, Vanessa Segura, Geoff Tucker, Kathy White, Nanette Whiting, and Carolyn Williams

Absent: Pete Gennaro, Tim Hively, Martha Martinez, and Gina Simpson

I. Introductions: All of the members in attendance introduced themselves. Our diverse group of committee members represents elementary, middle and high school experience.

II. Overview: Diana Asseier, Assistant Superintendent and Norte Vista High School Restructuring Administrator, provided an overview of the School Improvement Grant Committee.

III. Purpose: At the April 15, 2010 Board of Education Meeting, the Board has asked us to continue to pursue the SIG application for up to 2 million. The purpose of the committee is to look at the data, possibilities for reform and give input on the reform model for us to recommend to the Board of Education.

Diana reviewed the handouts provided to the committee members as follows:

- AYP ELA Comparison for Overall
- AYP Math Comparison for Overall
- 2009 Percent Proficient and Advanced on California Standards Test Report for All Subgroups for Adequate Yearly Progress
- Alvord API Base/Growth 5 Year Report
- US Department of Education Description of Models PowerPoint Presentation
- Description of Models
- A Framework of Research on High-Poverty, High-Performing Schools Article
- Effective High School Reform: Research and Policy That Works Article
- Measured Progress: A Report on the High School Reform Movement Article

IV. Expectations: The committee will need to meet for a minimum of three meetings, which will include one full day workshop, to review data and recommend a model to the Board of Education. The committee is voluntary with no monetary compensation. There will be some homework assigned to the committee to review data and articles for discussion at our next meeting. Thank you for committing yourself to this important task.

V. Norms: We will develop our norms at the next meeting.

VI. Next Steps: Please read the three articles in your folder before our next meeting.

School Improvement Grant Committee Meeting

School Improvement Grant Committee Meeting

Norte Vista High School - Library
April 27, 2010
3:00 p.m.

| | Agenda Items | Notes |
|------|---|---|
| I. | Norms | |
| II. | Initial Data Review | |
| III. | Commonalities Between Research and Models | |
| IV. | Next Steps | All Day Meeting on Monday, May 3 rd – P.D.C. |

[illegible]

Minutes

School Improvement Grant Committee Meeting

Norte Vista High School - Library
April 27, 2010
3:00 p.m.

Attendees: Craig Adams, Rosa Arballo, Diana Asseier, Pat Chandler, Paul Choudury, Ian Fish, Priscilla Gallo, Pete Gennaro, Valeria Graham, Maria Herrera, Tim Hively, Joi Huben, Sherri Kemp, Sinar Lomeli, Shirley Marcotte, Martha Martinez, Bonnie Mitchell, Diana Ochoa, Erik Ramirez, Vanessa Segura, Gina Simpson, Kathy White, Nanette Whiting, and Carolyn Williams

Absent: Rosa Arballo, Jenny Hirst, Mike Horton, Shawn Marshall, and Geoff Tucker

Introductions: All of the members in attendance introduced themselves.

I. Norms: Pat Chandler, RCOE Consultant, lead the committee to develop and approve the following norms:

- Be open minded
- Be able to present ideas without fear of criticism
- Assume positive intentions
- Be confidential
- Focus on what is best for students
- Issues discussed here with group, not in the parking lot
- Cell phones off/silent
- Do not take things personally

II. Initial Data Review: Diana Asseier, Assistant Superintendent and Norte Vista High School Restructuring Administrator, reviewed the materials provided to the committee as follows:

- Community Meeting Feedback
- Resource Summary
- Report on Free and Reduced by School
- CST English-Language Arts Proficiency Summary
- CST Mathematics Proficiency Summary
- CST Mathematics by Subject Proficiency Summary
- CST Science Proficiency Summary
- CST History-Social Science Proficiency Summary
- CST World History Proficiency Summary
- California High School Exit Exam (All Students Tested)
- California High School Exit Exam (Students in Growth API)
- California High School Exit Exam (Students in Growth AYP)
- Graduation Rate PowerPoint Presentation

Diana asked the committee to work in teams to review the data provided to them and prepare to report out their observations/findings. The following comments were made:

- CST ELA percent proficient – positive
- CST Math percent proficient – concern
- Do test results reflect student understanding/progress?
- Teachers think “on the right track” – not yet measured
- How seriously do staff and students take CST vs. CAHSEE – graduation?
- English Learner levels – break
- Down CSTs by CELDT levels Math .5% SWD 2.9%
- GAP AYP percent proficient of 380 35.3 – CAHSEE percent passed 53.94 – 76.76%
- CST percent proficient 3.6 – CST math summary
- Investment in testing
- Rigor
- CAHSEE – EL – Math 42.045 + 11%; English 33.83 + 3%
- Percent passed not attaining 380
- Negative growth on scaled scores – multiple test takers
- EL’s – SED, SWD, Hispanics
- If truly an indicator, what skill sets do they possess to meet the challenges?
- Is data indicator of ability? What do we change with the answer to that question?
- More data:
 - Feeder middle school data
 - Longitudinal data – 4th grade with in system vs. transient
 - Demographic data
 - Data by existing “communities” – AVID and IB
- Mathematics – Where does shift in proficiency trend?
- What are bridges?
- Transiency percent – where from?
- IS increases data
- Credits – failure rate
- Grades
- SLC “connection” incentive personal – investment and awareness of scores
- How are assessments administered (CAHSEE/CST) – time, schedules, structure
- Shift in population

III. Commonalities Between Research and Models: Diana reviewed the descriptions of the Turnaround and Transformation models with the committee and asked that they familiarize themselves with the two models before the May 3rd workshop. Review what our data is telling us and where it fits in to each model. Remember, it’s about culture. We as a group need to see what the staff and community are telling us. Do we need a culture of change or do we need to look at the other model and evaluation?

IV. Next Steps: The committee will meet on May 3, 2010 for an all day workshop to continue to look at data and focus group results to determine a model to recommend to the Board of Education on May 6, 2010.

School Improvement Grant Committee Meeting

Professional Development Center

May 3, 2010

8:00 am – 3:30 p.m.

[illegible]

Minutes

School Improvement Grant Committee Meeting

Professional Development Center

May 3, 2010

8:00 am to 3:30 p.m.

Attendees: Craig Adams, Rosa Arballo, Diana Asseier, Pat Chandler, Paul Choudury, Ian Fish, Pete Gennaro, Valeria Graham, Tim Hively, Joi Huben, Sherri Kemp, Sinar Lomeli, Shirley Marcotte, Martha Martinez, Shawn Marshall, Bonnie Mitchell, Diana Ochoa, Erik Ramirez, Vanessa Segura, Geoff Tucker, Kathy White, Nanette Whiting, and Carolyn Williams

Absent: Priscilla Gall and Maria Herreria

Introductions: All of the members in attendance introduced themselves.

I. Norms/Review Additional Data: Pat Chandler, RCOE Consultant, reviewed the norms with the committee. All in attendance agreed to the following norms:

- Be open minded
- Be able to present ideas without fear of criticism
- Assume positive intentions
- Be confidential
- Focus on what is best for students
- Issues discussed here with group, not in the parking lot
- Cell phones off/silent
- Do not take things personally

Diana Asseier, Assistant Superintendent and Norte Vista High School Restructuring Administrator, reviewed the additional data the committee requested from the April 27th meeting:

- 2009 Norte Vista High School Census CAHSEE Student Group Study PowerPoint Presentation
- Report of Number of D's and F's by Subject and by Department PowerPoint Presentation
- CELDT Movement Report Matched Case Proficiency Level Movement from 2007-08 and 2008-09
- CELDT Movement Report Matched Case Proficiency Level Movement from 2008-09 and 2009-10
- Norte Vista High School 2009-10 Accountability Progress Reporting Data School Report – Base API, Ranks and Targets
- Norte Vista High School 2009-10 Accountability Progress Reporting Data School Content Area Weights
- Norte Vista High School 2009-10 Accountability Progress Reporting School Demographic Characteristics

The committee reviewed the data and shared the following comments:

ELA SCST Indicator for CAHSEE

7th Period Key

Math – Need Data

Grades:

- Affect EL redesignation
- Appears failing English and math
- CST results grades do not correlate

Grading systems align instruction to CST

Test vs. Test vs. Standards

How does culture impact grades and test results?

Define Culture

“D” = Diploma – Why is a D ok?

1st Semester – 2nd Semester

F/D – Impact of Master Schedule

Master Schedule

Extended Day/Week/Year

Time – RTI –

Issue of rigor in summer school

Master before move on (content)

Intervene if not mastered

CELDT – results interest is culture

Interaction – academic, social

Communication

II. Analyze Focus Group Data/Identify Key Ideas-Themes: The committee worked in groups to analyze the focus group data from students, staff and parents/community. The following synthesized data was reported out from the committee members.

Staff Comments Regarding Staff

Administration

- Current principal has been supportive with staff and parents
- Communication has been an issue, too lax, need administration team to be consistent
- Instructional leadership
- There needs to be reinforcement of school rules by administration
- New principal needs a “new” vision with more inclusion of staff ideas, strong educational leader; connection to community, guidance background, aggressive approach to literacy; classroom visits, high levels of student/teacher interaction; consistent reminders on discipline, and school spirit
- Do not want secretive, favorites or to be closed off

Staff

- Majority of the comments were that staff need and want change, maybe not 50% but 30%
- Need to improve student and teacher relationships
- Improve teacher support systems for new staff members
- Improve vertical teaming from elementary to middle to high school – bridge to feeder schools (9th grade in particular)

- Consistent comments regarding department chairs needing to rotate – have been in place for too long – rotation is needed (term limit)
- Department reports PLCs are working – more united
- Not all departments have “buy-in” – some teachers don’t have a core class so when it comes to the strategies they don’t have the buy-in

Staff Comments Regarding Students

- Students need to feel connected to staff/school “someone on campus” “buy-in”
- Discipline – “hold students more accountable”
- Attendance – accountability, motivation needed for students to improve, connection
- We have good kids with good hearts
- School System(s) – discipline, attendance, dress code, intervention, parent involvement

Parents: Connecting, they need to be informed. No clue about testing, college course offerings, have workshops or assemblies, they need to feel connected to the school. We need to get parents emotionally embedded.

Staff Comments Regarding Parents

- Parents need to be informed – offer assemblies, contact with staff (“They have no clue...courses, college, testing)
- Parent programs/workshops to assist in homework, college prep, etc.
- Connection – Parents need to feel connected to the school
- Parent accountability
- Need to get parents emotionally embedded in their child’s education

Staff Comments Regarding Programs/Course Offerings

- PLC came up often, want more training, data analysis, more accountability from everyone
- Many felt the need for an advisory or study hall
- AVID strategies for everyone – tutorials, school-wide Cornell Notes
- Personal connection during advisory periods for students and teachers
- More expository text
- Concerns regarding the master schedule and the placement of students
- Changes to the master schedule during the school year
- Consistent discipline is needed
- Meet the needs of both college and trade school bound students

Staff Concerns/Comments

- Change the culture – some staff members are resistant to change
- Need for community liaison - revisit ACE program and Gear Up and draw parents to school
- Strong leader and a sense of the community and culture – staff must be part of this
- Social committee for staff – over the years it dried out because of lack of sense of community
- Blocks don’t work
- Make a personal connection two students
- More technology in the classroom
- Computer maintenance is an issue – resident professional on site to repair

- Better integration of technology in classroom – training of incorporation of social networks and multimedia applications
- More options for electives – bring back vocational education
- Early CAHSEE intervention in 9th grade

Staff Comments Regarding Testing

- Student motivation and incentives are lacking
- Appropriate course placements based on diagnostic test results
- Importance of test prep for all students
- Significance of pass (350) vs. proficient (380)
- Test schedule impacts student performance
- Importance of standards alignment (PLC conversations)
- Improve instructional strategies to address areas of weakness (P.D.) (PLC)
- Using data (i.e., testing and re-testing) to identify areas of need
- What we didn't see: specific mention of subgroups (i.e., Special Education and ELL's)

Student Comments Regarding Staff

- Students want teachers with good classroom management – it bothers the students that teachers have no control over the room and they lose instructional time
- Relationships between students and teachers, they want a personal connection – they want teachers to care
- Engaging lesson plans – more hands-on instruction
- Consistent grading plans
- Teachers need to be organized with lessons and discipline
- Students want relevance of subject to real life

Student Comments Regarding Students

- Motivation to learn – it's difficult for students who want to learn to be in class with students that act up
- More extra-curricular activities
- Student placement affects achievement
- 9th grade transition plan – a lot of fear in coming to high school and they don't take it seriously

Student Comments Regarding Parents

- There needs to be boundaries and expectations set at home, if not at home or school then they turn to their peers

Student Comments Regarding Programs/Course Offerings

- AP/AVID/IB – All good programs that are positive on campus and help them to maintain a good GPA
- OCI – Negative – easy way out, students sleep and do nothing
- 7th period intervention class or elective class would help

Student Comments Regarding Test Prep and Improving Academics

- Incentives, honor roll, school spirit, request for motivational speakers
- Help with motivation for CST

Student Concerns/Comments

- Majority feel they are safe at school
- Drugs are visible and available on and around campus
- Tagging and vandalism is an issue at Novi
- Restrooms are dirty and lots are locked and not available
- OCI is unproductive "I love it!"
- Parents and teachers need to push the students – pressure
- Students come to school because of their parents, free food – salad bar, want to be someone, and it's part of life

Community Feedback

- Maintain qualified teachers and staff
- Maintain IB, AVID, Ag, Sports and programs
- Change teachers, need stronger leadership, improve counseling department
- Need more parent involvement/accountability
- Zero tolerance
- OCI needs to be changed
- Multiple lunches
- Less students in class

Key Ideas

- Students should have access to technology
- Adult mentor on campus – empower with 5 year plan and adult guide (mentor)
- Discipline – attendance, publish and enforce, dress code, behavior, OCI
- Lack of school pride
- More accountability needed (grade check for eligibility – more frequently) nothing happens
- Better avenues for communication for students
- Inequality
- Increase collaboration, cohesion and professional development
- Increase involvement in extra curricular
- Better customer service for students
- Use data more frequently (EADMS)
- Community outreach – bridge, parent information
- More partnerships with businesses
- Parent information/conference nights
- School vision – more motivation, posters around campus, beautification
- Block scheduling
- Feeder – receiver schools
- Team building/mentoring teachers and students

- Tutoring school-wide (AVIDish)
- Pre and post test – outcome based
- Connect teachers across district
- Writing curriculum – organized
- Credit recovery options- year round, summer school

III. Review Intervention Models/Identify Recommended Model: The entire committee discussed the Turnaround and Transformation models in length and identified the characteristics and requirements of both models. After much discussion, analyzing data and reviewing the focus group data, the committee participated in an anonymous activity to show which model they would support implementing at Norte Vista High School. Following this activity and discussing the results, the committee agreed to recommending the Turnaround Model for Norte Vista High School.

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

[illegible]

**Alvord Unified School District
Norte Vista High School
*English Language Advisory Committee (ELAC)***



April 14, 2010
3:00 p.m. — 4:00 p.m., MPR

WELCOME PARENTS

Agenda

I. Preliminary Procedures

- A. Call meeting to order
- B. Sign in & Introductions

Jean Hernandez, ELAC Advisor

II. Action Items

- A. New Members
- B. Approval of Minutes
- C. DELAC Report

III. Discussion/ Information

- A. R-30 Census Report
- B. ELAC By Laws
- C. Reclassification
- D. School Improvement Grant
- E. 2010-2011 ELAC Meeting Schedule
- F. Student of the Month Recognition

Jean Hernandez, ELAC Advisor

Diana Ochoa, EL TOSA
Diana Asseier, Asst. Superintendent

IV. Hearing session

This item is placed on the agenda so that members of the audience have an opportunity to speak regarding subjects not on the agenda. The Chair reserves the right to limit speaking time to 3 minutes. Government Code Section 54954.2 and Education Code 35145.5 prohibit the Committee from discussing or acting upon matters not on the Agenda.

V. Announcements:

- A. CST Testing: April 21 - 28, 2010
- B. Progress Reports: April 16, 2010
- C. Graduation: May 25, 2010
- D. DELAC meetings: April 14 (today) & May 19 District Office, 5:00 – 6:30 p.m.
- E. **REMINDER: State Required CELDT Testing
will be given in July & August.**

VI. Adjournment

THANK YOU FOR YOUR PARTICIPATION!

**Alvord Unified School District
Norte Vista High School
English Language Advisory Committee (ELAC)**

April 14, 2010
3:00 p.m. — 4:00 p.m., MPR

WELCOME PARENTS



Minutes

I. Preliminary Procedures

- A. Call meeting to order** - The meeting was called to order at 3:21 p. m.
- B. Sign in & Introductions** - All of the members in attendance introduced themselves.

II. Action Items

- A. New Members** - The new members are: Alicia Loera, Anabel Vargas, Bernardo Mejia, Edgar Oliva, Jesus Castillo, Mr. Chairez, Rocio Chavez, Maria Lemus, Pascual Zamora, and Teresa Zamora. Mrs. Lilia del Villar made a motion to approve the new members and Mr. Ocampo seconded the motion.
- B. Approval of Minutes** - Mrs. Emerita Leon made a motion to approve the minutes and Mrs. Alicia Loera seconded the motion.
- C. DELAC Report** - Mr. Morales shared the following topics discussed during DELAC:
 - Professional Learning Community (PLC)
 - The National Census
 - Options for changes at school and staff for 2010-2011
 - District's Budget for EIA/LEP and parent's options regarding the district and the school plan (SPSA)
 - DELAC options about the notification in writing to the parents regarding CELT results.
 - CAFE Information

III. Discussion/ Information

- A. R-30 Census Report** - Mrs. Jean Hernandez spoke about the Language Census Report which indicates the number of English Learners at Norte Vista. A chart was distributed showing the languages spoken at Norte vista High School and the number of students in each grade who speak them. Norte Vista High School has 964 students who are English Learners and almost 97% of the students speak Spanish.
- B. ELAC By Laws** - Mrs. Jean Hernandez distributed the ELAC By-Laws and asked the parents to read the information. She also asked the parents to let her know if there are any suggestions or questions they might have regarding the By-Laws.
- C. Reclassification** - Mrs. McCartney distributed information about the Criterion for Reclassification. She explained how the students can change from LEP (limited in English) to FEP (fluent in English). The students must have a score of advanced on the CELDT, must be in the basic level in the CST and they must have good grades.

D. School Improvement Grant - Mrs. Diana Asseier, Asst. Superintendent, explained to the parents that Norte Vista High School is eligible to apply for a School Improvement Grant (SIG). She explained the identification criteria for the grant including the AYP and API targets in Language Arts and Mathematics over the past several years. Information on the CST/CAHSEE State exams was shared, and she showed how many students were proficient in Language Arts and Mathematics. Mrs. Asseier explained two models that would improve North Vista High School: The Turnaround Model and the Transformation Model. Both models include the replacement of the principal. In the Turnaround Model, they will rehire no more of 50% of the existing staff. The parents had many questions about the changes of the school and the teachers. Mrs. Asseier said that a final decision has not been made.

E. 2010-2011 ELAC Meeting Schedule - Mrs. Jean Hernandez asked the parents if another day or time would be better for the ELAC Meetings. The meeting schedule needs to be changed so that the principal will be able to participate. Currently, ELAC is scheduled on the same day as the principal meetings at the district. Some of the parents wanted to change the meeting day and Tuesday was the day with more votes. Parents requested that the meetings should be held in the morning, but they don't want them to conflict with Wells' ELAC meetings. Mrs. Hernandez said that she will change the schedule and make sure it does not conflict with Wells Middle School.

F. Student of the Month Recognition - Mrs. Hernandez recognized several students for their efforts during the month and gave them a certificate.

IV. Hearing session

This item is placed on the agenda so that members of the audience have an opportunity to speak regarding subjects not on the agenda. The Chair reserves the right to limit speaking time to 3 minutes. Government Code Section 54954.2 and Education Code 35145.5 prohibit the Committee from discussing or acting upon matters not on the Agenda.

V. Announcements:

- A. CST Testing: April 21 - 28, 2010
- B. Progress Reports: April 16, 2010
- C. Graduation: May 25, 2010
- D. DELAC meetings: April 14 (today) & May 19 - District Office, 5:00 – 6:30 p.m.

E. REMINDER: State Required CELDT Testing will be given in July & August.

VI. Adjournment

The meeting was adjourned at 5:10 p.m.

THANK YOU FOR YOUR PARTICIPATION!

**ALVORD UNIFIED SCHOOL DISTRICT
NORTE VISTA HIGH SCHOOL
SCHOOL SITE COUNCIL**

AGENDA

APRIL 20, 2010

2:55 P.M. – STAFF LOUNGE

| Task of School Site Council | School Site Council Expenditures must: |
|---|--|
| The primary task of the School Site Council is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access to and success in that program. | <ul style="list-style-type: none">• Meet the intent of the school plan• Be for program improvement• Meet the needs of all students• Supplement, not supplant, district resources• Be reasonable & appropriate to school plan• Be proportional to relative effect on student outcomes• Be competitive/cost effective• Be specified in the school plan & tied to identifiable activities & objectives |

I. Introductory Procedures:

- A. Call to Order
- B. Establishment of Quorum

II. Hearing Session/Training:

- A. Public Input Session, if applicable
- B. School Improvement Grant – Diana Asseier

III. Action Items:

- A. Approval of Minutes of March 16, 2010
- B. SLIP Budget Review
 - 1. Proposals – see attached
- C. LEP Budget Review
 - 1. Proposals – see attached

IV. Discussion/Information:

- A. Proposal Clarification
- B. Next ELAC Meeting Date: next September
- C. Next GATE Meeting Date: TBA
- D. Next SSC Meeting Date: Tues, May 18, 2010, at 2:55 in the staff lounge

V. Adjournment:

- A. Adjournment

**ALVORD UNIFIED SCHOOL DISTRICT
NORTE VISTA HIGH SCHOOL
SCHOOL SITE COUNCIL**

MINUTES

APRIL 20, 2010

2:55 P.M. – STAFF LOUNGE

I. Introductory Procedures:

- A. Call to Order** – The meeting was called to order by Marilyn Edmonds at 2:58 p.m.
- B. Establishment of Quorum** – A quorum was met with attendance of the following members: **Teachers:** Art Cooper, Marilyn Edmonds, Angela Rodriguez; **Other:** Alejandro Moreno; **Parents:** Debi Logan, Mary Jo Macias, Donna Wandro; **Students:** Elizabeth Arreola, Amy Soto. **Others present:** Project Specialist: Jean Hernandez, Special Projects' Clerk: Anita Ferrero, Assistant Superintendent: Diana Asseier.

II. Hearing Session/Training:

- A. Public Input Session**, – none
- B. School Improvement Grant** – **Diana Asseier, Asst. Superintendent** shared a PowerPoint explaining that Norte Vista had been selected as a persistently low achieving school and was eligible to apply for a School Improvement Grant (SIG). She shared API and AYP longitudinal achievement data for Norte Vista. To apply for the SIG, the district must select one of four possible intervention models. The two feasible models are the Turnaround Model and the Transformation Model. Both models require the district to replace the principal. The Turnaround Model requires the district to replace at least 50% of existing staff. The Transformation Model requires the use of student data to evaluate teachers. Both models require the school to use student data to inform instruction and implement an instructional program that is research based and vertically aligned. Diana addressed many questions regarding the grant requirements and the intervention models. The district has convened committees and focus groups to provide input to the District and Board of Education so that a feasible intervention model can be chosen.

III. Action Items:

- A. Approval of Minutes of March 16, 2010** – The minutes were read by individual members. Mary Jo Macias moved to approve the minutes as presented. Angela Rodriguez seconded. The motion was approved unanimously.
- B. SLIP Budget**– The budget was reviewed before voting on the proposals (see attached).
- C. LEP Budget** – The budget was reviewed before voting on the proposals (see attached).

IV. Discussion/Information:

- A. Proposal Clarification**
- B. Next ELAC Meeting Date:** next September
- C. Next GATE Meeting Date:** TBA
- D. Next SSC Meeting Date:** Tues, May 18, 2010, at 2:55 in the staff lounge

V. Adjournment:

- A. Adjournment** – The meeting was adjourned at 4:35 p.m.

| Dept. | School Site Council Meeting 4/20/10 SLIP Funding Proposals | Amount | Approved |
|-------|---|---------------|----------|
| | | | |
| | Total SLIP Funding Proposals for SSC Meeting 4/20/10 | \$0.00 | |

| Dept. | School Site Council Meeting 4/20/10 LEP Funding Proposals | Amount | Approved |
|-------|--|---------------------------|---------------------------------------|
| ELL | Purchase 3 different class sets (40 per set) of Graphic Novels @\$640 per class set. Will enhance learning through illustrated translations of the Shakespearean Language for EL students. Tabled from last meeting. | Not to Exceed \$2,300 | Moved: Second: Yes / No |
| ELL | Purchase 3 each of 27 various resource books to create a Professional Library. Will provide professional resources to build capacity for teachers of English learners to improve instruction and increase achievement. Tabled from last meeting. | Not to Exceed \$2,000 | Moved: Second: Yes / No |
| ELL | Purchase 20 Rosetta Stone Network Licenses in English, levels 1-5, to be loaded into the Library Server for access from all computers @ \$17,000. Will enable beginning level English Learners to practice basic fundamentals of English vocabulary and language structure. License - \$15,500, mandatory training - \$750, mandatory Teacher Packs - \$625 = \$16,875 | Not to Exceed \$17,000 | Moved: Second: Yes / No |
| ELL | Purchase 20 laptops @ \$2,000.00 each. Will allow Rosetta Stone program to be accessible in the library. | Not to Exceed \$40,000 | Moved: Second: Yes / No |
| | Total LEP Funding Proposals for SSC Meeting 4/20/10 | \$61,300 | |

SIG Form 3—Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 18 of this RFA, and the SIG Rubric, Appendix A.

| |
|--------------------------|
| i. Needs Analysis |
|--------------------------|

Alvord Unified School District (AUSD) was identified as Program Improvement Year 3 during December of 2008. In January of 2009, AUSD began an analysis of programs via the District Assistance and Intervention Team (DAIT) process in conjunction with our provider, the Riverside County Office of Education (RCOE). During the spring of 2009, Alvord conducted all of the state surveys at each site including the Academic Program Survey (APS) which analyzed the Essential Program Components, English Learner Survey (ELSSA), and the Least Restrictive Environment / Special Education Self Assessment (LRE). We also conducted the District Self Assessment (DAS) and analyzed all of the school and district data in revising our Local Education Agency Plan (LEAP). We began the implementation of the LEAP with professional development during the late spring and summer of 2009, and full implementation of the plan for the 2009-2010 school year.

At Norte Vista High School (Novi), the total staff completed the surveys and then the leadership team met with a facilitator from RCOE and from the District to analyze the responses, discuss the definition of the EPCs and the scoring criteria, and then determine a final rating for the school site for each of the surveys. In spring of 2009, Norte Vista identified the following areas of the EPCs as minimal with a score of 1:

- 1.2: Reading/ Language Arts Intensive Intervention materials
- 1.4: Mathematics Intensive Intervention materials
- 2.1: Master Schedule/ Pacing Guides reflect effective instructional time and access to the core for all students in Reading/ Language Arts
- 2.2: Master Schedule/ Pacing Guides reflect effective instructional time and access to the core for all students in Mathematics
- 4.3: Algebra I and math teachers receive materials based staff development
- 5.1: Assessment and ongoing student achievement monitoring systems in Reading/ Language Arts
- 5.2: Assessment and ongoing student achievement monitoring systems in Mathematics

- 6.1: Ongoing Instructional assistance and support for teachers in Reading/ Language Arts
- 6.2: Ongoing Instructional assistance and support for teachers in Mathematics
- 7.1: Department/ subject matter collaboration for teachers in Reading/ Language Arts facilitated by the principal
- 7.2: Department/ subject matter collaboration for teachers in Mathematics facilitated by the principal
- 8.1a: Intervention program offered as separate, extended period for intensive students in Reading
- 8.1b: Universal access and instructional strategies for strategic students in English Language Arts
- 8.2: Instruction for non proficient students in Algebra Readiness
- 9.2: Use of categorical funds to support mathematics core and intervention goals

The results of the APS at Norte Vista sent a very clear signal that change was needed at our high school. The District began with several steps to implement a change process for the 2009-2010 school year. Several areas of implementation were district wide, and several areas were specific to Norte Vista based on the various survey results but particularly based on the APS results.

District Wide

Through the DAIT process and the implementation of the LEA plan for 2009-2010, the District implemented Data Teams at each site with three full days of training for the principals and their leadership teams from each site and then three two-hour follow up trainings with the total staff at each site, and then three two hour practice sessions at each site. The process involved a full day of leadership team training, a follow up two hour total staff training, and then the site leaders would work with the staff to practice what they had just learned. This cycle was completed three times with increasingly complex content and process.

This training included data analysis using standardized and benchmark assessments, developing and analyzing common assessments, and cognitive planning to meet the needs of students who have not mastered standards after first, best instruction. All elementary and middle schools were provided a minimum day twice a month for collaboration. The district designed a Data Analysis Protocol Worksheet (DAW) for use during this process to ensure consistency in following the steps as initially taught until the process was widely understood and implemented. Each site was provided an RCOE coach to assist in implementing the data teams process. The minimum expectation was that the sites would analyze the four benchmark assessment results and would develop a common assessment to be administered between each benchmark for analysis, cognitive planning, and intervention.

As a goal of our LEA Plan, during the 2009-2010 school year district wide committees consisting of subject / grade level staff in English language arts and mathematics, met to identify essential standards, develop pacing guides, and revise the benchmark assessments. Each essential standard was deconstructed, key vocabulary was

identified, and sample Released Test Questions (RTQs) from the CSTs and the CAHSEE were matched to each standard. The pacing guide then identified the resources within the core and ancillary materials that could be utilized to teach each standard to mastery, and suggested instructional strategies for various types of learners were included. This work was completed for K – 12 English language arts, and K – 7 mathematics plus all of the subject specific math courses taught in our schools. This work was also completed for history social science and science for 6 – 12.

Benchmark assessments were revised to match the pacing guides' instructional windows and to reflect the rigor of the RTQs. This was critically important as it is necessary for our benchmark assessments to predict student success on the high stakes exams upon which we are evaluated. As a component of the data team training done with all staff in the district, the actual cognitive levels of the standards and the rigor necessary to assess mastery with samples of RTQs received major emphasis. As staff were expected to create frequent common assessments to measure student mastery of short term objectives, item banks from Inspect and EADMS were evaluated and utilized based upon what our teachers were learning about assessment and item analysis. As a group, the teachers at elementary decided to make the third benchmark a mirror CST so that triage could occur prior to the test. At the secondary level, teachers decided that the fourth benchmark should mirror the CST since results are not received soon enough to make decisions for placement in the next level course as well as for interventions during summer school.

Site Specific

Norte Vista High School identified a weekly late-start schedule for 2009-2010 to ensure weekly collaboration time of at least one hour in order to implement the data teams process as described above. However, having not worked collaboratively in the past, it rapidly became apparent that support would be needed in developing a Professional Learning Community (PLC) at Novi. Using district categorical funds, specifically Title II, the district contracted with RCOE to provide PLC training for the leadership team and the staff as they implemented the collaboration process. The leadership team also attended the PLC conference with Rick and Rebecca DuFour in order to see the broad picture of the purpose of working together for student achievement. This district funded support will continue throughout the implementation of the intervention model at Norte Vista.

The RCOE coach who was working with the leadership team for PLC training and who was attending the late start sessions at least twice a month faced many barriers from staff. It became apparent to the coach and to the administrators that, in general, the staff was resistant to change and did not believe that the process would in fact benefit themselves or the students, nor did they believe that any change was necessary. They were teaching just fine and it was the students' and parents' fault that students were not learning. Various strategies were tried, and finally the departments were divided even further to subject specific groups with an area; e.g., algebra I teachers as a group, algebra II teachers as a group, biology teachers as a group, etc. With this configuration, small pockets of success occurred. Teachers who wanted to make positive changes

were more able to influence a small group and the PLC began to make some progress. However, the progress was limited to small groups and the overall culture was not affected. This history is important to understand in the final recommendation for the Turnaround model for Norte Vista.

Because of the lack of instructional focus and the changing demographic as well as the AMAO results, we re-administered the ELSSA for Norte Vista High School in November of 2009. Norte Vista had been steadily declining in the percent of students who were meeting AMAO 2, attaining proficiency in English, and 2008-2009 was the third year of not meeting that target AMAO. Not only did Novi miss the AMAO 2 target, they missed it by over 10%. While AMAO 1 was met each year, the percentage of students progressing was not encouraging.

We discovered during this ELSSA analysis a predominance of ratings indicating little or no implementation of essential components. The only areas within each category that received a high rating were those in which the District was providing the data or support. All areas that required site based implementation received a 1 or 2 rating.

ELSSA results by category

| Category | | Rating |
|----------|---|--------|
| 1 | English Language Development (ELD) Aligns to EPCs 1,2,5,7 | 1.6 |
| 2 | Access to the Core and Opportunity to Learn | |
| | a. English Language Arts (ELA) Aligns to EPCs 1,2,5,7 | 1.6 |
| 2 | b. Mathematics Aligns to EPCs 1,2,5,7 | 1.8 |
| 2 | c. Intervention Aligns to EPCs 1,2 | 1.6 |
| 2 | d. Placement Aligns to EPCs 4,8 | 1.8 |
| 3 | Professional Development Aligns to EPCs 5,8 | 1.8 |
| 4 | Assessment Aligns to EPCs 4,6 | 2.1 |
| 5 | Accountability Aligns to EPC 8 | 2.2 |

As a result of these ratings, additional focus was placed on the EL program, data, materials, and implementation. The LEA plan begins the EL focus, including intervention, training, materials, etc., for the 2010-2011 school year. As a result of the ELSSA, the secondary project specialists/ instructional coaches (for all sites) began focusing on English Learners in their secondary coaches meetings so that they could begin to support the teachers in strategies for English Learners and so that we would be ready to fully implement our focus on EL strategies and ELD instruction.

In March, once Norte Vista was identified as a Persistently Lowest Achieving School, we revisited our work and looked at further data. The Instructional Services Staff conducted an analysis of the revised Academic Program Survey for High Schools. Based on the previous APS, the ELSSA, the DAIT implementation, and the issues with implementing a PLC, we rated Norte Vista as follows:

| EPC | Objective | Rating |
|-----|--|--------|
| 1.0 | Instructional Program | |
| 1.1 | District Adopted Standards Aligned Materials in English Language Arts (ELA for all students including support for Universal Access | 3 |
| 1.2 | District Adopted ELD materials implemented as designed | 1 |
| 1.3 | State Board Adopted Intensive Intervention programs/materials in ELA Reading for daily use with each identified student | 1 |
| 1.4 | State Board Adopted Standards Aligned Algebra program/materials for all students enrolled in Algebra I for daily use with all students | 3 |
| 1.5 | State Board Adopted Algebra Readiness program for students non proficient in 7 th grade standards | 1 |
| 2.0 | Instructional Time | |
| 2.1 | Master Schedule Instructional Time for ELA grades 9-10 -one period | 4 |
| 2.2 | Master Schedule Instructional Time for Strategic Support in ELA grades 9-10 -one additional period | 1 |
| 2.3 | Master Schedule Instructional Time for ELD grades 9-10 -one separate period of ELD | 2 |
| 2.4 | Master Schedule Instructional Time for Intensive Support in ELA/ Reading grades 9-10 -two – three additional periods | 1 |
| 2.5 | Master Schedule Instructional Time for Algebra I one period | 4 |
| 2.6 | Master Schedule Additional Instructional Time for Algebra I intervention for Strategic Students -one additional period linked to Algebra I course | 2 |
| 2.7 | Master Schedule Instructional Time for Algebra Readiness for students identified for Intensive Intervention -one period | 1 |
| 3.0 | Lesson Pacing Guide | |
| 3.1 | Prepares, distributes, monitors instructional / assessment pacing guide ELA | 4 |
| 3.2 | Prepares, distributes, monitors instructional / assessment pacing guide ELA Reading Intervention Program | 2 |
| 3.3 | Prepares, distributes, monitors instructional / assessment pacing guide Algebra I and Algebra Readiness | 3 |
| 4.0 | Administrator Training (combined all) | 3 |
| 5.0 | Credentialed Teachers Professional Development Opportunities | |
| 5.1 | All classrooms have highly qualified teachers | 4 |
| 5.2 | ELA/ EL/ Reading Professional Development | 2 |
| 5.3 | Algebra I and Algebra Readiness Professional Development | 3 |
| 6.0 | Ongoing Instructional Assistance and Support (ELA and Math combined) | 1 |
| 7.0 | Student Achievement Monitoring System – benchmark assessments, disaggregated data, electronic access to data, capacity for formative and summative common assessments in ELA and Mathematics | 3 |
| 8.0 | Monthly Collaboration | 4 |
| 9.0 | Fiscal Support / Alignment of Funding to Priorities | 2 |

The areas of need as identified in each of these survey tools include:

- time and materials for ELD and for Interventions in reading and mathematics;
- prioritizing master schedule to ensure all students master standards; and
- instructional assistance and support for classroom teachers, particularly in the core subjects.

What is not reflected in these surveys but is reflected in our academic achievement scores is

- the quality of instruction and the use of instructional time in the classroom;
- the quality of and use of pacing guides, assessment results, and collaboration time; and
- the level of analysis occurring with the wealth of data and data resources that are provided.

As a next step to our needs analysis, the Superintendent appointed the Assistant Superintendent of Instructional Support Services (ASISS) as the “Turnaround Administrator” for Norte Vista High School. On March 9, 2010, the Superintendent and the ASISS met with the Principal at Norte Vista High School to discuss the designation and the potential actions that may result from this designation. That same afternoon, these same two district administrators met with the Norte Vista staff to let them know of the designation, the information available to date, and the identification of the ASISS as the person in charge of this process.

Because the designation involved one of four models and because the option of closing Norte Vista was not viable, the superintendent eliminated the closure model from future consideration. In addition, because the models remaining involved administrative changes, the superintendent recommended that we replace the principal at Norte Vista High School regardless of which model was finally selected. The district began a search for a high school principal.

On March 18, 2010, the Board of Education was updated regarding the designation, the SIG opportunity, and the models that would be considered for implementation as a result of the designation. The board gave direction to pursue the needs analysis required for the grant implementation and to begin any necessary conversations with our employee associations. Both association presidents were present for the board update. The ASISS met with the teachers’ association (AEA) president on March 25, 2010, and reviewed the models and requirements. The AEA president indicated they would work with the district to implement a change at Norte Vista High School. On March 24, 2010, the ASISS met with the DAIT consultants about the implications for the models and the work we were already doing with DAIT, and on March 31, 2010, the ASISS met with the Assistant Superintendent Educational Services for RCOE to discuss the county support for the changes that would need to occur at Norte Vista.

| | |
|---------|--|
| 3/4/10 | Participated in Conference Call regarding Identification as Persistently Lowest Achieving School |
| 3/5/10 | Superintendent/ASISS meet regarding Information available on Identification as Persistently Lowest Achieving School |
| 3/9/10 | Meet with Novi Principal re Identification as Persistently Lowest Achieving School Meet with Novi staff Identification as Persistently Lowest Achieving School |
| 3/12/10 | Update from RCOE on Identification as Persistently Lowest Achieving School and SIG info during Instructional Leaders Network meeting |
| 3/17/10 | Participate in Teleconference re School Improvement Grant |
| 3/18/10 | Update Board of Education on Identification as Persistently Lowest Achieving School, the Four Intervention Models, and the SIG application and process |
| 3/24/10 | Meet with RCOE DAIT Consultants |
| 3/25/10 | Meet with AEA President |
| 3/30/10 | Preliminary Meeting with Novi Principal re Program changes |
| 3/31/10 | Meet with Asst. Supt. Ed Services RCOE |
| 4/1/10 | Meet with Pat Chandler, RCOE DAIT consultant regarding Intervention models research base Update Board of Education on progress and current information re Identification as Persistently Lowest Achieving School, the Four Intervention Models, and the SIG application and process |
| 4/15/10 | School Improvement Grant Webinar |

April began the needs assessment process in earnest. A presentation was developed that provided information and a process to gather feedback. The presentation/discussion and feedback process was conducted with the following groups:

| Date | Time | Group | Number in Attendance |
|-------------------|-------------|---|----------------------|
| 4/1/10 | 7:00 p.m | Board of Education | |
| 4/12/10 | 2:40 – 4:30 | NVHS Leadership Team | 20 |
| 4/14/10 | 3:30 – 5:30 | NVHS All Staff NVHS ELAC | 32 |
| 4/15/10 | 7:00 p.m. | Board of Education | |
| 4/20/10 | 2:40 – 4:00 | NVHS SSC | 10 |
| 4/22/10 | 6:00 – 8:00 | Parent/Community Meeting @ NVHS | 75+ |
| 4/20/10 – 4/30/10 | 7:30 – 4:00 | Focus groups at NVHS with Students Classified staff Certificated staff | |

The following documents were explained to the following groups.

English Language Advisory Committee Meeting

April 14, 2010

- School Identification Criteria and Description of Models PowerPoint Presentation
- AYP ELA Comparison for Overall
- AYP Math Comparison for Overall
- 2009 Percent Proficient and Advanced on California Standards Test Report for All Subgroups for Adequate Yearly Progress
- Alvord API Base/Growth 5 Year Report

School Site Council Meeting

April 20, 2010

- School Identification Criteria and Description of Models PowerPoint Presentation
- AYP ELA Comparison for Overall
- AYP Math Comparison for Overall
- 2009 Percent Proficient and Advanced on California Standards Test Report for All Subgroups for Adequate Yearly Progress
- Alvord API Base/Growth 5 Year Report

Community Meeting

April 22, 2010

- School Identification Criteria and Description of Models PowerPoint Presentation
- AYP ELA Comparison for Overall
- AYP Math Comparison for Overall

Board of Education Meeting

April 1, 2010

- School Improvement Grant Analysis
- Comparison of Turnaround and Transformation Models

May 6, 2010

- List of School Improvement Committee Members
- Data Set from Parents, Students and Staff
- AYP ELA Comparison for Overall
- AYP Math Comparison for Overall
- 2009 Percent Proficient and Advanced on California Standards Test Report for All Subgroups for Adequate Yearly Progress
- Alvord API Base/Growth 5 Year Report
- US Department of Education Description of Models PowerPoint Presentation
- Description of Models
- A Framework of Research on High-Poverty, High-Performing Schools Article
- Effective High School Reform: Research and Policy That Works Article

- Measured Progress: A Report on the High School Reform Movement Article
- Resource Summary
- Report on Free and Reduced by School
- CST English-Language Arts Proficiency Summary
- CST Mathematics Proficiency Summary
- CST Mathematics by Subject Proficiency Summary
- CST Science Proficiency Summary
- CST History-Social Science Proficiency Summary
- CST World History Proficiency Summary
- California High School Exit Exam (All Students Tested)
- California High School Exit Exam (Students in Growth API)
- California High School Exit Exam (Students in Growth AYP)
- Graduation Rate PowerPoint Presentation
- 2009 Norte Vista High School Census CAHSEE Student Group Study PowerPoint Presentation
- Report of Number of D's and F's by Subject and by Department PowerPoint Presentation
- CELDT Movement Report Matched Case Proficiency Level Movement from 2007-08 and 2008-09
- CELDT Movement Report Matched Case Proficiency Level Movement from 2008-09 and 2009-10
- Norte Vista High School 2009-10 Accountability Progress Reporting Data School Report – Base API, Ranks and Targets
- Norte Vista High School 2009-10 Accountability Progress Reporting Data School Content Area Weights Norte Vista High School 2009-10 Accountability Progress Reporting School Demographic Characteristics
- Selection Challenge
- Norte Vista High School AVID Longitudinal Report for 2007-08, 2008-09, and 2009-10
- Incentives Survey Results

Information was gathered around two key questions. “What is good about Novi that we need to be sure to preserve?”, and “What needs to change at Novi in order for students to achieve better?” This information was gathered and provided verbatim ultimately to the SIG committee for analysis as noted below.

During that same time a School Improvement Grant Committee was formed to conduct analysis of other data and to review the community and focus group feedback in order to provide a recommendation to the Board on the improvement model that should be implemented at Norte Vista. The composition of the group was discussed with the superintendent's cabinet, the ISS directors, the DAIT consultants, and the RSDSS director from RCOE. This group was critical in that it needed to be credible in recommending a model for implementation, so care was taken in the selection of this committee. Criteria included staff members who represented the demographics of the student population, staff who represented departments within the site, staff who did not

have obvious biases towards programs, (e.g., the AVID counselor was not selected to represent the counselors), staff from throughout the district who have contributed in or have expertise in an area or who represent a feeder school, etc. Every member who was invited agreed to serve voluntarily on this committee. The committee list and the invitation letter are below; agendas and minutes are attached.

| Name | Position |
|-----------------------|---|
| Diana Asseier | Assistant Superintendent, Instructional Support Services |
| NVHS Staff | |
| Sinar Lomeli | Counselor, NVHS |
| Shawn Marshall | IB Coordinator, NVHS |
| Geoff Tucker | Mathematics Teacher, NVHS (previously taught at feeder middle school) |
| Ian Fish | Science Teacher, NVHS (previously taught at feeder middle school) |
| Shirley Marcotte | English Teacher, NVHS |
| Vanessa Segura | H/SS Teacher, NVHS |
| Tim Hively | Ag Teacher, NVHS (previous Riverside County Teacher of the Year) |
| Kathy White | Special Education, NVHS |
| Valeria Graham | AVID, NVHS |
| Bonnie Mitchell | Librarian, NVHS |
| Priscilla Gallo | Special education assistant, NVHS |
| Maria Herreria | Bilingual Secretary, NVHS |
| District Staff | |
| Rosa Arballo | Bilingual Interpreter, AUSD |
| Pat Chandler | RCOE consultant DAIT |
| Mike Horton | RCOE consultant; worked with PLC at NVHS |
| Erik Ramirez | Teacher, Arlanza (Data Teams expert, AEA rep, feeder elementary school) |
| Paul Choudury | Teacher, Loma Vista (Technology expert, feeder middle school) |
| Sherri Kemp | Teacher, Arizona (Data Teams and Assessment expert) |
| Diana Ochoa | TOSA, Bilingual |
| Nanette Whiting | BTSA/ English |
| Martha Martinez | Principal, La Granada (feeder elementary school) |
| Gina Simpson | Director, Special Projects (Assessment and data expert) |
| Carolyn Williams | Coordinator, IMC (Materials expert, former NVHS librarian) |
| Pete Gennaro | Director, Special Education (RTI and intervention expert) |
| Craig Adams | Teacher, Alt ED (former AEA president) |
| Gary Hardgrave | AEA President |
| Jenny Hirst | Specialist, Secondary Curriculum and Instruction, Riverside Unified School District |



ALVORD UNIFIED SCHOOL DISTRICT

10365 Keller Avenue • Riverside, California 92505 Telephone: (951) 509-5000 Fax: (951) 509-6070

April 9, 2010

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Assistant Superintendent
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Dear Colleague,

Recently, Norte Vista High School was identified as a Persistently Lowest Achieving High School. As a result, Alvord Unified School District is required to implement an improvement model that meets the criteria of recent state and federal legislation regarding improving low achieving schools.

I would like to invite you to attend and participate in an Advisory Committee who will act in an advisory and decision making role in the analysis of restructuring at Norte Vista High School and in the School Improvement Grant application process.

This committee will analyze the data from NVHS, the input received from various groups, the intervention model options, the research related to high school reform, and the actual appropriateness and viability of the interventions available for implementation. This committee will also advise on the final recommendations to be taken to the board in the form of a School Improvement Grant application. Most of this work will occur during late April and early May, as the grant application is due to the state by June 1, 2010.

You are being invited to participate as a committee member based on various criteria including knowledge of NVHS; knowledge of the students and community served by NVHS; expertise and skills in curriculum, instruction, assessment, technology, etc.; and/or demonstrated excellence and dedication to serving the students in our community.

Our first committee meeting is scheduled for **Monday, April 19, 2010, at 3:00 pm in the Library at Norte Vista High School**. I anticipate the meeting lasting an hour. Please contact Pam Benson at 509-5064 to confirm your attendance.

Your participation on this committee is voluntary. I sincerely hope that you will join in this important work that will have a long term and much needed impact on our students and, as a result, our district and community. Your participation will ensure that input is received from voices representing all facets of our district, and that the best decisions are made on behalf of our students.

Sincerely,

Diana M. Asseier
Assistant Superintendent
Instructional Support Services

The School Improvement Grant (SIG) Committee met on the following days to conduct data analysis and discuss options for intervention model:

| | | |
|--------|----------------|-------------|
| Monday | April 19, 2010 | 3:00 – 4:30 |
|--------|----------------|-------------|

April 19, 2010, Handouts for Analysis and Discussion

- AYP ELA Comparison for Overall
- AYP Math Comparison for Overall
- 2009 Percent Proficient and Advanced on California Standards Test Report for All Subgroups for Adequate Yearly Progress
- Alvord API Base/Growth 5 Year Report
- US Department of Education Description of Models PowerPoint Presentation
- Description of Models -detailed
- "A Framework of Research on High-Poverty, High-Performing Schools" Article
- "Effective High School Reform: Research and Policy That Works" Article
- "Measured Progress: A Report on the High School Reform Movement" Article

| | | |
|---------|----------------|-------------|
| Tuesday | April 27, 2010 | 3:00 – 4:30 |
|---------|----------------|-------------|

April 27, 2010, Handouts for Analysis and Discussion

- Community Meeting Feedback
- Summary of Research Articles on High School Reform
- Report on Free and Reduced Lunch by School
- CST English-Language Arts Proficiency Summary
- CST Mathematics Proficiency Summary
- CST Mathematics by Subject Proficiency Summary
- CST Science Proficiency Summary
- CST History-Social Science Proficiency Summary
- CST World History Proficiency Summary
- California High School Exit Exam (All Students Tested)
- California High School Exit Exam (Students in Growth API)
- California High School Exit Exam (Students in Growth AYP)
- Graduation Rate PowerPoint Presentation

| | | |
|--------|-------------|-------------|
| Monday | May 3, 2010 | 8:00 – 3:30 |
|--------|-------------|-------------|

May 3, 2010, Handouts for Analysis and Discussion

- 2009 Norte Vista High School Census CAHSEE Student Group Study PowerPoint Presentation
- Report of Number of D's and F's by Subject and by Department PowerPoint Presentation

- CELDT Movement Report Matched Case Proficiency Level Movement from 2007-08 and 2008-09
- CELDT Movement Report Matched Case Proficiency Level Movement from 2008-09 and 2009-10
- Norte Vista High School 2009-10 Accountability Progress Reporting Data School Report – Base API, Ranks and Targets
- Norte Vista High School 2009-10 Accountability Progress Reporting Data School Content Area Weights
- Norte Vista High School 2009-10 Accountability Progress Reporting School Demographic Characteristics
- Student Focus Group Results
- Staff Focus Group Results
- Norte Vista High School AVID Longitudinal Report for 2007-08, 2008-09, and 2009-10
- Incentives Survey Results
- Selection Challenge Discussion Points

The first meeting of the SIG committee was spent primarily in bringing all committee members up to date on the information regarding Norte Vista's Identification as Persistently Lowest Achieving School and the models from which we would be required to select. While the members received a detailed invitation describing the purpose of this committee, to look at the data and determine which model to recommend to the board, was discussed at great length with recognition that this would be a difficult task that would required objectivity while considering what their own experiences reflect, and confidentiality, as some of the focus group data as well as the opinions expressed within the group would not be honestly shared and available if not confidential. Members were given the option to excuse themselves at that point if they did not feel comfortable with the task. We then identified norms for our group in order for us to function openly, and finally we looked at the preliminary data on AYP and API compared to our other comprehensive high school and all of the feeder schools to Norte Vista. The articles were assigned as reading in preparation for the next meeting.

At the second meeting, we discussed the characteristics of high schools who have successfully increased student achievement. We then looked at the data of the CST percent proficient compared to the CAHSEE percent proficient and then the CAHSEE pass rates. Some amazing gaps occur in data results that should be similar. For example, in mathematics NVHS % proficient on CAHSEE was 35.3%. On the mathematics CST, % proficient was 3.6%. After a review and small group discussions, we brainstormed ideas of potential causes and additional data that we would need to review. Some examples of the questions include grading trends, longitudinal data on whether our test takers have been with us in AUSD for the core standards assessed on CAHSEE, sub group trends, rigor and relevance, school culture and focus, etc. Members were asked to review the community feedback prior to our next meeting.

After reviewing the data and generating questions, additional data was gathered and the committee convened for our final meeting. The committee reviewed the additional

assessment data as well as the focus group information. The additional data provided some interesting information that came as a surprise to the committee. For example, as of 4/12/10, 81.03% of the students at NVHS are receiving free/reduced lunch compared to 75% in September. We discovered that students at Norte Vista are LESS transient than the district average, and that most of our students who test have been with us since the 6th grade, which is the first year of math standards tested on the CAHSEE.

| Alvord USD Census CAHSEE Mobility % Students enrolled AUD in previous years that took 2009 Census CAHSEE Matched Case Analysis anchored to 2009 Census CAHSEE | | | | | | | |
|--|-------|------|------|--------|------|-----|------|
| Year | Grade | All | | Non EL | | EL | |
| 2009 | 10th | 1364 | 100% | 937 | 100% | 427 | 100% |
| 2008 | 9th | 1225 | 90% | 846 | 90% | 379 | 89% |
| 2007 | 8th | 1154 | 85% | 792 | 85% | 362 | 85% |
| 2006 | 7th | 1068 | 78% | 738 | 79% | 330 | 77% |
| 2005 | 6th | 998 | 73% | 681 | 73% | 307 | 72% |

| NVHS Census CAHSEE Mobility % Students enrolled AUD in previous years that took NVHS 2009 Census CAHSEE Matched Case Analysis anchored to 2009 Census CAHSEE | | | | | | | |
|---|-------|-----|------|--------|------|-----|------|
| Year | Grade | All | | Non EL | | EL | |
| 2009 | 10th | 558 | 100% | 326 | 100% | 232 | 100% |
| 2008 | 9th | 521 | 93% | 308 | 94% | 213 | 92% |
| 2007 | 8th | 503 | 90% | 297 | 91% | 206 | 89% |
| 2006 | 7th | 468 | 84% | 278 | 85% | 190 | 82% |
| 2005 | 6th | 450 | 81% | 271 | 83% | 179 | 77% |

We also discovered that large numbers of students are failing English and Mathematics courses, particularly freshman and sophomores. We also noticed that overall, large numbers of students are failing in the core subjects, particularly freshman and

sophomores. This data led the conversation back to teacher quality, teacher expectations, and some of the research findings on rigor, relevance, and relationships. It also corresponded with observations made about staff in other settings.

| Report on Number of D's and F's by Subject and by Department | | | | | | | | | | | | | | | | | |
|--|--------------------------------------|----------|----------------|-------------------|------------------|-------------|----------|---------|--------|--------------|------------------|----------------|--------|--------------------|------------|----------|-------|
| Norte Vista H.S. *** D's and F's Grades: Fall 2009-2010 | | | | | | | | | | | | | | | | | |
| Grade x Subject Area | D's and F's by Grade by Subject Area | | | | | | | | | | | | | | | | |
| | Eng I | Eng 2 | Eng 3 | Eng 4 or elective | Mod W History | US History | Amer Gov | Econ | Math | Life Science | Physical Science | Fine Arts/Lang | Health | Physical Education | Electives | Total | |
| 9 | 365 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 339 | 77 | 107 | 127 | 38 | 167 | 219 | 1432 | |
| 10 | 3 | 262 | 0 | 0 | 207 | 1 | 0 | 0 | 299 | 83 | 63 | 67 | 12 | 141 | 93 | 1231 | |
| 11 | 3 | 14 | 146 | 0 | 4 | 133 | 0 | 0 | 216 | 31 | 54 | 38 | 3 | 40 | 92 | 774 | |
| 12 | 2 | 14 | 12 | 83 | 3 | 14 | 45 | 24 | 73 | 4 | 23 | 14 | 1 | 14 | 51 | 377 | |
| Total | 363 | 290 | 158 | 66 | 214 | 149 | 45 | 24 | 927 | 195 | 247 | 245 | 54 | 362 | 455 | 3814 | |
| Grade x Department | D's and F's by Grade by Department | | | | | | | | | | | | | | | | |
| | Art | Business | Home Economics | English | Foreign Language | Agriculture | History | Science | Health | Math | Non | PE | ROP | Ath Sport | Technology | Yearbook | Total |
| 9 | 49 | 21 | 34 | 305 | 80 | 33 | 30 | 160 | 38 | 335 | 67 | 162 | 4 | 3 | 10 | 0 | 1432 |
| 10 | 14 | 8 | 274 | 53 | 17 | 209 | 131 | 12 | 300 | 59 | 136 | 3 | 5 | 2 | 0 | 0 | 1231 |
| 11 | 15 | 2 | 6 | 168 | 19 | 3 | 142 | 81 | 2 | 214 | 74 | 39 | 4 | 1 | 4 | 0 | 774 |
| 12 | 11 | 0 | 2 | 114 | 2 | 1 | 89 | 27 | 1 | 74 | 31 | 12 | 6 | 1 | 3 | 3 | 377 |
| Total | 89 | 31 | 50 | 941 | 154 | 54 | 470 | 399 | 53 | 924 | 251 | 349 | 17 | 10 | 19 | 3 | 3814 |

Once we analyzed the objective data and generated some observations and concerns, it was time to review the focus group data to see if the perceptions of students and staff and community corresponded with the concerns raised by the data. Because the focus group data was so extensive, the committee broke into small groups, each taking a component, and analyzed their component for key points. These were presented to the large group and the group identified common themes.

Staff, Student and Community Focus Group Synthesized Data

Staff Comments Regarding Staff

Administration

- Current principal has been supportive with staff and parents
- Communication has been an issue, too lax, need administration team to be consistent
- Instructional leadership
- There needs to be reinforcement of school rules by administration
- New principal needs a "new" vision with more inclusion of staff ideas, strong educational leader; connection to community, guidance background, aggressive approach to literacy; classroom visits, high levels of student/teacher interaction; consistent reminders on discipline, and school spirit
- Do not want secretive, favorites, or to be closed off

Staff

- Majority of the comments were that staff need and want change, maybe not 50% but 30%
- Need to improve student and teacher relationships
- Improve teacher support systems for new staff members
- Improve vertical teaming from elementary to middle to high school – bridge to feeder schools (9th grade in particular)
- Consistent comments regarding department chairs needing to rotate – have been in place for too long – rotation is needed (term limit)
- Department reports PLCs are working – more united
- Not all departments have “buy-in” – some teachers don’t have a core class so when it comes to the strategies they don’t have the buy-in

Staff Comments Regarding Students

- Students need to feel connected to staff/school “someone on campus” “buy-in”
- Discipline – “hold students more accountable”
- Attendance – accountability, motivation needed for students to improve, connection
- We have good kids with good hearts
- School System(s) – discipline, attendance, dress code, intervention, parent involvement

Staff Comments Regarding Parents

- Parents need to be informed – offer assemblies, contact with staff (“They have no clue...courses, college, testing)
- Parent programs/workshops to assist in homework, college prep, etc.
- Connection – Parents need to feel connected to the school
- Parent accountability
- Need to get parents emotionally embedded in their child’s education
- Parents: Connecting, they need to be informed. No clue about testing, college course offerings, have workshops or assemblies, they need to feel connected to the school. We need to get parents emotionally embedded.

Staff Comments Regarding Programs/Course Offerings

- PLC came up often, want more training, data analysis, more accountability from everyone
- Many felt the need for an advisory or study hall
- AVID strategies for everyone – tutorials, school-wide Cornell Notes
- Personal connection during advisory periods for students and teachers
- More expository text
- Concerns regarding the master schedule and the placement of students
- No Changes to the master schedule during the school year
- Consistent discipline is needed
- Meet the needs of both college and trade school bound students

Staff Concerns/Comments

- Change the culture – some staff members are resistant to change
- Need for community liaison - revisit ACE program and Gear Up and draw parents to school
- Strong leader and a sense of the community and culture – staff must be part of this
- Social committee for staff – over the years it dried out because of lack of sense of community
- Blocks don't work
- Make a personal connection to students
- More technology in the classroom
- Computer maintenance is an issue – resident professional on site to repair
- Better integration of technology in classroom – training of incorporation of social networks and multimedia applications
- More options for electives – bring back vocational education
- Early CAHSEE intervention in 9th grade

Staff Comments Regarding Testing

- Student motivation and incentives are lacking
- Appropriate course placements based on diagnostic test results
- Importance of test prep for all students
- Significance of pass (350) vs. proficient (380)
- Test schedule impacts student performance
- Importance of standards alignment (PLC conversations)
- Improve instructional strategies to address areas of weakness (P.D.) (PLC)
- Using data (i.e., testing and re-testing) to identify areas of need
- What we didn't see: specific mention of subgroups (i.e., Special Education and ELL's)

Student Comments Regarding Staff

- Students want teachers with good classroom management – it bothers the students that teachers have no control over the room and they lose instructional time
- Relationships between students and teachers, they want a personal connection – they want teachers to care
- Engaging lesson plans – more hands-on instruction
- Consistent grading plans
- Teachers need to be organized with lessons and discipline
- Students want relevance of subject to real life

Student Comments Regarding Students

- Motivation to learn – it's difficult for students who want to learn to be in class with students that act up
- More extra-curricular activities
- Student placement affects achievement

- 9th grade transition plan – a lot of fear in coming to high school and they don't take it seriously

Student Comments Regarding Parents

- There needs to be boundaries and expectations set at home, if not at home or school then they turn to their peers

Student Comments Regarding Programs/Course Offerings

- AP/AVID/IB – All good programs that are positive on campus and help them to maintain a good GPA
- OCI – Negative – easy way out, students sleep and do nothing
- 7th period intervention class or elective class would help

Student Comments Regarding Test Prep and Improving Academics

- Incentives, honor roll, school spirit, request for motivational speakers
- Help with motivation for CST

Student Concerns/Comments

- Majority feel they are safe at school
- Drugs are visible and available on and around campus
- Tagging and vandalism is an issue at Novi
- Restrooms are dirty and lots are locked and not available
- OCI is unproductive "I love it!"
- Parents and teachers need to push the students – pressure
- Students come to school because of their parents, free food – salad bar, want to be someone, and it's part of life

Community Feedback

- Maintain qualified teachers and staff
- Maintain IB, AVID, Ag, Sports and programs
- Change teachers, need stronger leadership, improve counseling department
- Need more parent involvement/accountability
- Zero tolerance
- OCI needs to be changed
- Multiple lunches
- Less students in class

Key Ideas

- Students should have access to technology
- Adult mentor on campus – empower with 5 year plan and adult guide (mentor)
- Discipline – attendance, publish and enforce, dress code, behavior, OCI
- Lack of school pride
- More accountability needed (grade check for eligibility – more frequently) nothing happens
- Better avenues for communication for students

- Inequality
- Increase collaboration, cohesion and professional development
- Increase involvement in extra curricular
- Better customer service for students
- Use data more frequently (EADMS)
- Community outreach – bridge, parent information
- More partnerships with businesses
- Parent information/conference nights
- School vision – more motivation, posters around campus, beautification
- Block scheduling
- Feeder – receiver schools
- Team building/mentoring teachers and students
- Tutoring school-wide (AVIDish)
- Pre and post test – outcome based
- Connect teachers across district
- Writing curriculum – organized
- Credit recovery options- year round, summer school

Based on these ideas/themes the committee engaged in discussion about the implications of the common themes in relation to the intervention models. The Transformation model and the Turnaround Model were considered during this discussion as well as combinations of both. Advantages and disadvantages were discussed for both, and the committee kept refocusing on what would in fact bring about a change in student achievement. It was very apparent from all of the feedback that a change in staff was needed at Norte Vista. Most of the discussion focused on what was discovered in the research, specifically the three R's – Rigor, Relevance, and Relationships – and how those were lacking at Norte Vista. All of the committee members agreed that the existing staff could not make the changes necessary to cause an immediate increase in student achievement. Until changes occur in the classrooms, Norte Vista will not change.

Additional discussion about the models themselves occurred including the areas that would be included in a reform effort and in relation to the negotiable areas. A discussion was held about the increase of instructional time and the fact that it does not have to be for all students, but available for all students so we have some affordable options. Much discussion centered around the replacement of 50% of the staff versus the evaluation of staff based on student progress. We discussed the issue of high schools in that not every teacher has the same responsibility to teach reading, writing and mathematics as they do at the elementary level; however the transformation model is designed so that all teachers at the school will have the same evaluation requirements. The transformation evaluation has to be negotiated. If we consider the turnaround model, we currently have transfer language that is helpful and if we change 50% of the staff, our goal is that no one comes to Novi who does not want to be there. So the other question is if it is voluntary, is there 50% teachers out there that want to come to Novi? The association is willing to work with us to ensure that every teacher at

Novi is interviewed and those not selected to return may be transferred as long as every teacher who has not received a layoff notice has a job somewhere in the district.

Discussion about incentives – such as financial versus non monetary – were held. We shared that RCOE is asking that districts look at a new evaluation system as a part of the TIF grant and there are ideas and models already out there that we can look consider. Our association has indicated a willingness to explore incentives and recognize that this will occur during the first year of the grant.

We finally moved the discussion to focus on what would be the best model for our students at Norte Vista and for the future students who will be served at Novi. Which model will have the greatest impact on student learning? Relationship is a huge piece of what is lacking at Norte Vista. We need to ensure that we have the structure and the staff to build the relationships while also increasing the rigor and relevance...and the expectations...in all of our classrooms. A solution was suggested to interview all of the staff and have every staff member commit to the change. This would be beneficial and then allow the transformation to occur. After much discussion, however, the committee felt that there are still staff who need to be moved or change will not occur. If we wait to change the staff as the transformation model allows, it will be too long before our students get the benefit of implementing a change model.

The final recommendation by consensus was to recommend to the board that we implement the Turnaround model with some of the optional elements of the Transformation model. This final decision was reached based on the urgent need for change and the lack of demonstrated capacity for change with the existing staff.

The findings from the committee analysis of data, the surveys, and the focus groups indicated the following areas for improvement:

- Instructional Materials: Interventions are lacking; the district adopted intervention, READ 180, needs to be expanded to include all students who are reading below 6th grade level. Add an intervention mathematics course for those students who are not mastering grade 7 standards.
- Instructional Time: Master Schedule redesigned to include appropriate time for intervention, instructional support. Changes to include double block mathematics for strategic students, double block English language arts for strategic students, ELD classes by CELDT level with appropriate materials
- Utilize appropriate assessment data to identify and place students who are benchmark, strategic, and intensive in the areas of ELA and Mathematics
- Continue the weekly collaboration time with more structured focus on the development and analysis of common assessments and the appropriate cognitive planning strategies for delivering first best instruction and then re-teaching when students don't master a standard

- Provide professional development in functioning as a Professional Learning Community, Analyzing Data, Explicit Direct Instruction, EADMS, AERIES, Why Try, Positive Behavior Support (RTI), AVID strategies, and the Career Choices Curriculum
- Establish a Freshman Seminar course for all 9th grade students to connect students to school and provide relevance and relationships; train all teachers in building rigor, relevance, and relationships into the curriculum
- Restructure the master schedule so that freshmen are in smaller learning communities such as houses or teams sharing common core teachers who have a common prep period
- Extend and expand the CTE program to identify theme based “academies” that students self select beginning in the tenth grade. Utilize the freshman focus career choices curriculum to inform student choices and CTE foci
- Extend the instructional day so that students who are in double block or intervention classes or who are in AVID or IB programs may take the classes necessary to succeed
- Provide Content/Instructional Experts as coaches for English Language Arts, Mathematics, and English Learner strategies
- Identify ongoing categorical funding for Norte Vista to ensure that professional development and coaching continue regardless of grant support

The new principal for Norte Vista High School is the principal of Loma Vista Middle School, a feeder middle school to Novi, and has implemented a transformation of Loma Vista. Her capacity to implement change is proven, and she attracts staff who are willing to work hard and who believe in our students. This principal has an excellent understanding of master schedule and of how to build a master schedule with teams and with interventions. She has an active double block and reading and math intervention program in place at her site and understands how to place students and assign critical staff for success. She also has a flourishing AVID program and sees all Novi students as AVID or IB potential.

The ASISS had already begun an exploration of the freshman focus curriculum and had identified the career choices materials for implementation. Adding a 7th period will allow all students to be enrolled in freshman focus. AUSD is currently involved in an exploration of CTE programs and has been identifying CTE foci for each of our high schools. In participation with the City of Riverside and Riverside Community College, Alvord is a partner in several initiatives focused on CTE and post secondary enrollment and completion rates. The City of Riverside has identified the areas of growth and focus for workforce development in its new strategic plan, and with this focus,

meaningful programs. In addition, AUSD has a secondary director who is focused on the implementation of our CTE goals and has already begun the implementation of theme based academies at our other comprehensive high school.

Intervention programs such as READ 180 are currently in place at our elementary schools and two of our middle schools. These will be expanded and supported for Norte Vista with the current expertise of our Teacher on Special Assignment (TOSA) for English/Reading and our TOSA for mathematics. The Reading TOSA has already begun the SRI assessment of the feeder middle school students in anticipation of opening READ 180 sections at Norte Vista. Our math TOSA has been conducting workshops on teaching in double block math classes and that curriculum and instructional support is ready to share with our high school math intervention staff.

As a component of the ongoing DAIT support and the district commitment to change, AUSD will continue to support, outside of the grant, the Data Teams process and the implementation of a PLC through district personnel and county support. Additionally, all implementation of reform efforts at Norte Vista will be the responsibility of the ASISS as the Turnaround administrator. The ASISS will provide support and leverage to the principal and be the liaison with the superintendent and the school board as issues arise during this dramatic change process. This allows the principal the flexibility and the leverage to do what needs to be done while maintaining a relationship with staff that is conducive to positive reform.

ii. Selection of Intervention Models

As noted in section i above, the committee recommended the Turnaround model as the intervention model. The closure model was not an option as we only have one other comprehensive high school and do not have the facility to house an additional 2500 students there or at any other site in the district. When considering the charter school option, the committee and the board discussed the availability of successful charter high school models that could be considered. None appeared to have a better record than our other high school and so did not seem appropriate. Opening our own charter is an option based on the growth we have seen in other schools. However, to completely close and reopen as a charter could not be accomplished in time to open in 2010-2011, and so selecting this option meant another year before a change could really be implemented.

The Transformation model and the Turnaround Model were considered during this discussion as well as combinations of both. Advantages and disadvantages were discussed for both, and the committee kept refocusing on what would in fact bring about a change in student achievement. It was very apparent from all of the feedback that a change in staff was needed at Norte Vista. Most of the discussion focused on what was discovered in the research, specifically the three R's – Rigor, Relevance, and Relationships – and how those were lacking at Norte Vista. All of the committee members agreed that the existing staff could not make the changes necessary to cause

an immediate increase in student achievement. Until changes occur in the classrooms, Norte Vista will not change.

Additional discussion about the models themselves occurred, including the areas that would be included in a reform effort and in relation to the negotiable areas. A discussion was held about the increase of instructional time and the fact that it does not have to be for all students, but available for all students, so we have some affordable options. Much discussion centered around the replacement of 50% of the staff versus the evaluation of staff based on student progress. We discussed the issue of high schools in that not every teacher has the same responsibility to teach reading, writing and mathematics as they do at the elementary level; however the transformation model is designed so that all teachers at the school will have the same evaluation requirements. The transformation evaluation has to be negotiated. If we consider the turnaround model, we currently have transfer language that is helpful and if we change 50% of the staff, our goal is that no one comes to Novi who does not want to be there. So the other question is if it is voluntary, is there 50% teachers out there that want to come to Novi? The association is willing to work with us to ensure that every teacher at Novi is interviewed and those not selected to return may be transferred as long as every teacher who has not received a layoff notice has a job somewhere in the district.

Discussion about incentives – such as financial versus non monetary – were held. We shared that RCOE is asking that districts look at a new evaluation system as a part of the TIF grant and there are ideas and models already out there that we can look consider. Our association has indicated a willingness to explore incentives and recognize that this will occur during the first year of the grant.

We finally moved the discussion to focus on what would be the best model for our students at Norte Vista and for the future students who will be served at Novi. Which model will have the greatest impact on student learning? Relationship is a huge piece of what is lacking at Norte Vista. We need to ensure that we have the structure and the staff to build the relationships while also increasing the rigor and relevance...and the expectations...in all of our classrooms. A solution was suggested to interview all of the staff and have every staff member commit to the change. This would be beneficial and then allow the transformation to occur. After much discussion, however, the committee felt that there are still staff who need to be moved or change will not occur. If we wait to change the staff as the transformation model allows, it will be too long before our students get the benefit of implementing a change model.

The final decision was based on the need for immediate change to benefit students and which model could accomplish that goal. The choice was between the Turnaround and the Transformation models, and the overwhelming patterns of low expectations, low relationships, little relevance in the classrooms dictated a staff change as the best solution. The final recommendation by consensus was to recommend to the board that we implement the Turnaround model with some of the optional elements of the Transformation model. This final decision was reached based on the urgent need for change and the lack of demonstrated capacity for change with the existing staff.

The committee's recommendation was presented to the board and was adopted by the board at their public meeting on May 6, 2010. The memo presented to the board is below.

12.

Alvord Unified School District
Riverside, California

Date: May 6, 2010

To: Wendel W. Tucker, Ph.D., Superintendent

From: Diana M. Asseier, Assistant Superintendent

Subject: Item 12.: School Improvement Grant (SIG) Recommendation -REVISED

STAFF RECOMMENDATION: Board will receive an update on the Norte Vista data analysis and the SIG Committee's recommendation. Board approval will be requested to approve the Turnaround model to be implemented at Norte Vista High School and to approve submission of a School Improvement Grant for Norte Vista High School.

BACKGROUND INFORMATION: At the Board of Education meeting on April 1, 2010, the Board was provided with information regarding the designation of Norte Vista High School as a Persistently Lowest Achieving School and the ramifications of that designation. In addition, information was provided regarding the State legislated intervention options and the opportunity to apply for grant funding.

Over the past two weeks, the School Improvement Grant Committee, consisting of certificated and classified staff, have met to review achievement data and feedback from staff, students, and parents regarding the strengths and needs of Norte Vista. In addition, the Committee has reviewed the models available and the research that supports high school reform. This data and research review has provided the foundation upon which to base the recommendation for a model for Norte Vista High School. In order to gather the feedback from stakeholders, staff have met with certificated, classified and student focus groups at Norte Vista High School, held a Community Meeting to have feedback from the parents of Norte Vista High School, and met with the School Site Council and the English Learner Advisory Committee.

On May 3, 2010, the School Improvement Grant Committee met for the day to analyze additional student assessment data and focus group results. Data collected from 57 staff (certificated and classified) and small groups of students representing various perspectives were analyzed for key themes/ideas. The Student groups were as follows: Total Students = 36; IB = 7; OCI = 6; EL = 7; ASB = 7; AVID / Random = 9.

Once the key themes and ideas were synthesized, the group reviewed the intervention models. This review included lengthy discussion on the advantages and disadvantages of each model and the impact of implementation at Norte Vista. The final decision was based upon many factors, but the primary factor was that change is needed now, and the turnaround model jump starts that change and creates a sense of urgency focused on students. While the staff at Norte Vista may all be good and well intended, student achievement has not dramatically improved over the last few years. In addition, the culture of Norte Vista currently is one that will be difficult to change if the intervention is not dramatic. The transformation model, while effective, does not have an immediate impact on the culture of the school and on student achievement results. The committee felt strongly that our students' should be the focus of this decision and recommends the implementation of the turnaround model with additional optional components of the transformation model as identified through all of the data analysis.

CURRENT CONSIDERATIONS: Staff recommends that the board adopt the Turnaround Model as the Intervention Model for implementation at Norte Vista High School and that staff complete an application for a School Improvement Grant.

SEPARATE ACTION ITEM

Description of Model

- i. **Turnaround model**, which includes, among other actions, replacing the principal and rehiring no more than 50 percent of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted content standards. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.

Required Activities:

A turnaround model is one in which an LEA implements each of the following strategies:

- a. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully and effectively a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
- b. Use locally-adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of

students, to screen all existing staff and rehire no more than 50 percent, and select new staff.

- c. Implement such strategies as (1) financial incentives, (2) increased opportunities for promotion and career growth, and (3) more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.
- d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
- e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA, hire a "turnaround leader" who reports directly to the LEA, or enter into a multi-year contract with the LEA.
- f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.
- g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
- h. Establish schedules and implement strategies that provide increased learning time.
- i. Provide appropriate social-emotional and community-oriented services and supports for students.

Permissible Activities:

A turnaround model may also implement other strategies such as:

- j. Any of the required and permissible activities under the transformation model
- k. A new school model (e.g., themed or dual language academy)

Transformation Model Permissible Activities for consideration:

a. Developing and increasing teacher and school leader (and other staff) effectiveness.

Permissible Activities:

- (1) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school
- (2) Instituting a system for measuring changes in instructional practices resulting from professional development
- (3) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority

b. Comprehensive instructional reform strategies

Permissible Activities:

- (1) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if deemed ineffective
- (2) Implementing a schoolwide "response-to-intervention" model
- (3) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English learner students acquire the English proficiency (language) skills necessary to master academic content within a certain time period
- (4) Using and integrating technology-based supports and interventions as part of the instructional program
- (5) In secondary schools
 - (A) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers,

including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework

- (B) Improving student transition from middle to high school through summer transition programs or freshman academies
- (C) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills
- (D) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate

c. Increasing learning time and creating community-oriented schools.

Permissible activities:

- (1) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs
- (2) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff
- (3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment

Staff recommends the adoption of the additional highlighted options from the Transformation Model.

On May 6, 2010, the Board also selected a new Principal to lead the Turnaround of Norte Vista High School. This began a commitment to change that will happen at various levels of the organization based on support of reform.

iii. Demonstration of Capacity to Implement Selected Intervention Models

As noted in section i. Needs Analysis, the district has the capacity to provide and analyze data that can inform instructional practices and curricular decisions. Many stakeholders were involved in the analysis process, and the board and the community have embraced the opportunity for dramatic change based on student needs. Further

evidence of the capacity and commitment to change is the implementation of the staff replacement process prior to the last day of school on May 27, 2010.

On May 6, 2010, the Board selected a new Principal to lead the Turnaround of Norte Vista High School. The following day, the process began to identify competencies, establish a process for teacher recruitment and selection, and identify the key reform strategies based on the data collected and analyzed by the SIG committee.

School based Volunteers (Erik Ramirez, Elementary; Paul Choudhury, Middle; and Tim Hively, High) from the original SIG committee were selected along with the new Principal, the Assistant Superintendent of Human Resources, the ASISS, and the AEA president to form the Turnaround Competencies Committee. On May 7, 2010, the Competencies Committee was sent the publications by Public Impact For The Chicago Public Education Fund, June 2008, entitled:

- Public Impact School Turnaround Teachers: Competencies for Success
- Public Impact School Turnaround Teachers: Selection Toolkit
- Public Impact Appendix B School Turnaround Teachers: Critical Competency Rating Levels

On May 11, 2010, all teachers and certificated staff in the district were sent an interest form for them to indicate an interest in working in a Turnaround school model at Norte Vista High School.

The Competencies Committee met on May 12, 2010, to discuss the model and process that would be used to select teachers to implement a change model. The committee reviewed the documents that had been sent regarding the turnaround competencies. From these documents, based on the data analyzed by the SIG committee, four critical competencies needed at Norte Vista were selected and an interview question was identified. On Thursday, May 13, 2010, every teacher in the district was sent an explanation of the competencies, a list of the competencies, and the question that would be asked during the interview. The text below was sent to every certificated person in the district.

Introduction

On May 3, 2010, the School Improvement Grant Committee met for the day to analyze student assessment data and focus group results. Data collected were analyzed for key themes/ideas. Once the key themes and ideas were synthesized, the group reviewed the intervention models. This review included lengthy discussion on the advantages and disadvantages of each model and the impact of implementation at Norte Vista. The final decision to recommend the turnaround model was based upon many factors, but the primary factor was that change is needed now, and the turnaround model jump starts that change and creates a sense of urgency focused on students.

The areas of focus concentrated primarily on the three R's – Rigor, Relevance, and Relationships. A plan is being written to address all of the areas of change needed to engage in "turnaround", and one of those areas includes certificated staff changes.

Why are Teachers Important?

Individual teachers have the largest single effect on student performance. Individual teachers in high-poverty schools can effect rapid, dramatic student learning improvements within their own classrooms. Schools attempting turnarounds must understand the underlying characteristics of teachers likely to succeed in this unique context based upon the best available research to date.

What is a Competency?

A competency is a pattern of thinking, feeling, acting, or speaking that causes a person to be successful in a specific job or role. Research indicates that previous demonstration of competence to achieve success is one of the best predictors of future performance in a related role. Studies of high performing teachers in high poverty schools have enabled the identification of those competencies most predictive of success.

Competencies, or habitual patterns of behaving and thinking, enable teachers to use their content knowledge and instructional skills to improve student learning. Common sense suggests that subject matter content knowledge and instructional skills are important to solid teacher performance. Some of the competencies included here cover some elements commonly included in the definition of "instructional skill," such as motivating students. Others more directly related to content knowledge and mastery of specific instructional practices are not included here. These competencies determine whether individuals do what is needed to succeed in their jobs, including acquiring and using the skills and knowledge required to perform.

The turnaround teacher competencies included here are the best currently known, measurable distinguishers between very high performers and more typical or lower-performing teachers in a turnaround setting. The competency list here does not include all capabilities needed to perform. Instead the list here focuses on competencies that would distinguish between very successful teachers and the rest in a turnaround situation.

The competencies were derived primarily from a combination of research on successful teachers in high-poverty schools in the U.S., detailed competency studies of successful teachers in the U.K., and cross-sector research on successful organization turnarounds. Some level of many of these competencies would be needed to perform well teaching in any school. But in a turnaround situation, where failure has become an entrenched way of life for many students, teachers need stronger and more consistent habits in these critical areas to transform wide-scale failure to learning success.

Competencies, or habitual patterns of behaving and thinking, are key predictors of how someone will perform at work. Two teachers may have the same content knowledge, but achieve very different student learning outcomes. Why is this? Research suggests that competencies make the difference. Acting with initiative and persistence is an example of a competency, as are planning ahead, flexibility and self-confidence. People who have previously exhibited high levels of the competencies that determine teacher success in a turnaround are more likely to succeed as future turnaround teachers.

How Will We Identify Teachers' Competencies?

Research indicates that traditional interview techniques rarely uncover competencies that predict future performance differences. Too often, job candidates speak in generalities about what they think they should or would do, not about what they actually do at work. Fortunately, it is possible to learn what people actually do through a specialized interview technique – the Behavior Event Interview (BEI). In a BEI, candidates are asked to describe their detailed actions and thinking in past work events. And knowing what candidates have done to achieve success at work is a strong predictor of how they will seek success at work in the future.

We will be using the Behavior Event Interview (BEI) model as our process for hiring teachers and other certificated staff for Norte Vista High School. In order to prepare for an interview, please review the competencies described below and think about times during your work in education that you have demonstrated these competencies in the past. You will be asked to describe detailed actions and thinking in a past work event in order to demonstrate your strengths and areas of growth for the competencies. During the interview, the panel may ask follow up questions for greater clarification or for more detail.

You will have a maximum of thirty minutes to answer the following question:

Think about a time when you felt very successful or proud of something you accomplished at work despite obstacles, and tell me the story.

Turnaround Teacher Competency List and Definitions

Driving for Results Cluster – These enable a relentless focus on learning results.

- ☐ **Achievement:** The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
- ☐ **Initiative and Persistence:** The drive and actions to do more than is expected or required in order to accomplish a challenging task.
- ☐ **Monitoring and Directiveness:** The ability to set clear expectations and to hold others accountable for performance.
- ☐ **Planning Ahead:** A bias towards planning in order to derive future benefits or to avoid problems.

Influencing for Results Cluster – These enable working through and with others.

- ☐ **Impact and Influence:** Acting with the purpose of affecting the perceptions, thinking and actions of others.
- ☐ **Interpersonal Understanding:** Understanding and interpreting others' concerns, motives, feelings and behaviors
- ☐ **Teamwork:** The ability and actions needed to work with others to achieve shared goals.

Problem Solving Cluster – These enable solving and simplifying complex problems.

- ☐ **Analytical Thinking:** The ability to break things down in a logical way and to recognize cause and effect.
- ☐ **Conceptual Thinking:** The ability to see patterns and links among seemingly unrelated things.

Personal Effectiveness Cluster – These enable success in a highly challenging situation.

- ☐ **Belief in Learning Potential:** A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.
- ☐ **Self-Control:** Acting to keep one's emotions under control, especially when provoked.
- ☐ **Self-Confidence:** A personal belief in one's ability to accomplish tasks and the actions that reflect that belief.
- ☐ **Flexibility:** The ability to adapt one's approach to the requirements of a situation and to change tactics.

All staff who indicated an interest were scheduled to interview for a position at Norte Vista. Current Norte Vista Staff also completed an interest form and were scheduled to interview for a position. Two interview panels consisting of our secondary principals were scheduled and trained in the BEI model. The four critical competencies upon which applicants were evaluated were *Initiative and Persistence*, *Teamwork*, *Belief in Learning Potential*, and *Flexibility*.

The panels conducted interviews for three full days and interviewed approximately 140 staff members for certificated positions. Based on the certificated staffing of 108, Norte Vista staff were informed that no more than 54 certificated staff would be rehired. Most staff completed an interest form and interviewed for a position. In the final count, 47 teachers and 3 counselors from Novi staff were rehired, and the remaining staff vacancies were hired from schools throughout the district. In our agreement with the

association, all staff who did not receive a preliminary layoff notice prior to March 15, 2010, would be guaranteed a job in the district for 2010-2011. However, if they were not selected to return to Novi, they would be placed in a vacancy by credential. The district also offered an excellent retirement incentive, so many staff decided to retire, which created several places for staff to transfer. The entire Administrative team from Norte Vista was replaced.

This action, taken within weeks of the commitment to reform and based on the analysis of relevant data, indicates a clear capacity to implement the Turnaround model. The collaboration with the employee associations and the human resources department along with the site staff and the ISS staff demonstrate that commitment even further.

The actual plan for the Turnaround of Norte Vista is, in its simplest form, a plan to bring rigor, relevance, and relationships into the daily lives of each student. The first step in the plan is to build relationships and connect our freshman to school while simultaneously building the capacity of our staff to teach high risk students who need the very best teachers available. Over the three year grant, the plan builds the foundation to sustain a program that will result in exemplary practice and achievement. The description below shows the actions to be taken by category over three years.

Description of Activities

| Year 1 – 2010-2011 | Year 2 – 2011-2012 | Year 3 – 2012-2013 |
|---|---|--|
| Replace > 50% of Staff <ul style="list-style-type: none"> Utilize Behavior Event Interview (BEI) Process with Focus Competencies based on Data Analysis / Needs Assessment Identify Asst. Supt. ISS as Turnaround leader Develop Plan for Differentiated Compensation and other incentives Develop total staff bonus for meeting achievement targets for year | <ul style="list-style-type: none"> Continue to Observe and Coach for implementation of Effective Turnaround Practices and implementation of Professional Development Continue Staff Bonuses Develop Non Monetary Incentives for staff Implement Plan for Differentiated Compensation – Pilot for District | <ul style="list-style-type: none"> Track recruitment and retention of Staff hired in 2010 Implement Non Monetary Incentives for staff Monitor and refine differentiated compensation plan |
| Extended Day: <ul style="list-style-type: none"> No snack break or SSR Provide two lunches-allow time for tutoring Built in Intervention/ | Extended Day: <ul style="list-style-type: none"> Continue Extended Instructional Minutes Analyze, Evaluate and Revise Intervention/ | Extended Day: <ul style="list-style-type: none"> Continue Extended Instructional Minutes Analyze, Evaluate and Revise Intervention/ |

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| <p>Acceleration Block for All Students</p> <ul style="list-style-type: none"> • 7th period Available for All Students • Late Start Wednesday – Structured Collaboration Time for Staff | <p>Acceleration block based on effectiveness</p> <ul style="list-style-type: none"> • Analyze Use of 7th period for extended day- expand if needed • Continue structured collaboration time | <p>Acceleration block based on effectiveness</p> <ul style="list-style-type: none"> • Analyze Use of 7th period for extended day- expand if needed • Continue structured collaboration time |
| <p>Restructure Master Schedule</p> <ul style="list-style-type: none"> • Freshman Seminar (FS) Curriculum for All Freshman focusing on Career Choices, Career and Interest Inventories for Placement in CTE Academies beginning in 10th grade ; Course include AVID strategies for All Students • Utilize Info to Identify CTE Academies for implementation in 2011-2012 • Develop Contextual Themes from which to develop academies within the industry sectors • Utilize research on economic and workforce trends and needs to develop plan for CTE implementation • Prescribed Intervention Courses Including: <ul style="list-style-type: none"> READ 180 System 44 Double Block English Double Block Math Double Block ELD Access to core for Special Education • Structure All Freshman into Smaller Learning | <p>Restructure Master Schedule</p> <ul style="list-style-type: none"> • Identify and Implement Career and Technical Education Academies for all 10th graders; Includes purchase of curriculum, equipment, materials for academies • Industry Sectors Include <ul style="list-style-type: none"> ○ Agriculture and Natural Resources ○ Building Trades and Construction ○ Education, Child Development, and Family Services ○ Engineering and Design ○ Health Science and Medical Technology ○ Marketing, Sales, and Service ○ Transportation ○ Emphasis on Energy and clean technologies and health occupations • Ensure pathways include options for all students including IB, AVID, EL, SpEd, etc. • Expand IB and AVID programs to be available to more students • Evaluate, Revise and Continue Prescribed | <p>Restructure Master Schedule</p> <ul style="list-style-type: none"> • Continue to expand Career and Technical Education Academies for all 11th and 12th graders; Includes purchase of curriculum, equipment, materials for academies • Identify Internships and industry based job experiences for 12th graders in each pathway to ensure that 100% of graduates leave high school with some work experience in a career setting • Ensure pathways include options for all students including IB, AVID, EL, SpEd, etc. • Revise and Continue Prescribed Intervention Courses within Academies • Revise and continue on site alternative class • Continue specialized PE and Athletic schedules • Implement courses for 12th grade that allow high school students to earn college credit from RCC or to meet the English and Math |

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| <p>Communities – Share same ELA, Math, FS, Science teachers; Teachers share common prep period. Include options for all students in each SLC; e.g., IB, AVID, EL, SpEd, etc.</p> <ul style="list-style-type: none"> • Schedule 9th and 10th grade Physical Education by grade levels for skills and standards focus • Schedule all Athletics 7th period | <p>Intervention Courses within Academies</p> <ul style="list-style-type: none"> • Create an on site alternative class similar to opportunity for students who are entering high school with multiple F's or students who are severely credit deficient by the end of first semester • Continue specialized PE and Athletic schedules | <p>prerequisites for college entrance and waive placement exams</p> |
| <p>Professional Development – All Staff</p> <ul style="list-style-type: none"> • DataWorks – Explicit Direct Instruction (2 days) • DataWorks – Lesson Planning and Feedback (2 days) • DataWorks – EDI Classroom Coaching (10 days) • Professional Learning Communities- Establishing our Turnaround Team (2 days) • Data Teams – Analyzing Assessment Data - CST, Benchmarks, Common Assessments for placement and intervention (1 day) • Utilizing EADMs and AERIES (1 day) • Career Choices Curriculum / Developing a 10 year Plan (2 days) • AVID Strategies Across the Curriculum (1 day) • Positive Behavior | <p>Professional Development – All Staff</p> <ul style="list-style-type: none"> • DataWorks – English Learners Workshop (2 days) • DataWorks – English Learners Lesson Planning and Feedback (2 days) • DataWorks – EDI Classroom Coaching (10 days) • Data Teams – Analyzing Assessment Data - CST, Benchmarks, Common Assessments for placement and intervention (1 day) • Utilizing EADMs and AERIES (1 day) • Career Choices Curriculum Follow Up (1 day) • Step Up to Writing Strategies Across the Curriculum (1 day) • Positive Behavior Support / Response to Intervention Building | <p>Professional Development – All Staff</p> <ul style="list-style-type: none"> • Ford PAS Next Generation Learning <ul style="list-style-type: none"> ○ Transforming Teaching and Learning using the PAS Teaching Pillars ○ Transforming Teaching and Learning using the PAS Learning Pillars <p>Initial or ongoing Professional Development for Academy Teachers: Training for teachers for the six identified academies that were implemented beginning 2011.</p> <p>One Week Academy to refine and reinforce strategies learned during previous professional development; Analyze data for 2012-2013 school year</p> |

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| <p>Support / Response to Intervention (2 days) Professional Development – Sub Groups</p> <ul style="list-style-type: none"> • Why Try – counselors; classified campus supervisors; parents • Professional Learning Communities – Leadership Team • DataWorks – Instructional Effectiveness – Administration, Leadership Team, Coaches, District TOSAs • IB, AP, and AVID • Technology – as it relates to hardware, SMART, and Academies <p>Begin Professional Development for Academy Teachers: Training for teachers for the six identified academies to be implemented in 2011-2012</p> <p>On Site Coaches – Follow up on all previous training with all departments in classrooms daily; Hire 3 coaches- ELA/reading, math, EL</p> | <p>Relationships (2 days)</p> <ul style="list-style-type: none"> • Capturing Kids' Hearts Professional Development – Sub Groups • Why Try – counselors; classified campus supervisors; parents • Professional Learning Communities – Leadership Team • DataWorks – Classroom Coaching – Administrators • IB, AP, and AVID • Technology – as it relates to hardware, SMART, and Academies <p>Initial or ongoing Professional Development for Academy Teachers: Training for teachers for the six identified academies to be implemented beginning 2011.</p> <p>On Site Coaches – Follow up on all previous training with all departments in classrooms daily</p> | <p>On Site Coaches – Follow up on all previous training with all departments in classrooms daily</p> |
| <p>Assessment and Monitoring</p> <ul style="list-style-type: none"> • During FS class, meet with each 9th grader to discuss results of CST and CELDT (if applicable) • Utilize frequent common assessments in all subjects and quarterly benchmarks to | <p>Assessment and Monitoring</p> <ul style="list-style-type: none"> • Develop Common grading criteria based on mastery of standards (competency) • Develop and Score schoolwide writing | <p>Assessment and Monitoring</p> <ul style="list-style-type: none"> • Implement Standards based grading and monitor impact on course credit achievement and assessment results |

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| <p>determine academic progress toward mastering grade level standards</p> <ul style="list-style-type: none"> • Administer Practice CAHSEE to all freshman while 10th graders are taking CAHSEE; Utilize results for intervention/acceleration block • Administer PSAT to all 9th graders; identify strengths for AP/IB via the "AP Potential" analysis provided by College Board • Ensure every 11th grade student takes the EAP component of the CST | <p>prompt based on CAHSEE rubric for grades 9 -10 and based on college entrance criteria for 11-12</p> <ul style="list-style-type: none"> • Monitor attendance and enrollment trends to measure impact of interventions • Monitor behavior and grade data • Identify and implement grade and other incentives for scoring Proficient or Advanced on state assessments | <ul style="list-style-type: none"> • Increase rigor in academic course work at 9th and 10th grade with Springboard supplemental curriculum |
| <p>Creating Connections</p> <ul style="list-style-type: none"> • Link crew • Clubs that are relevant • Community Liaison • Wylie Center Counselor • Parent Access to Aeries – Teacher Access from home • PTA / PTO | <p>Creating Connections</p> <ul style="list-style-type: none"> • Continue Community Liaison • Continue Wylie Center Counselor • 8th – 9th transition program • Extend club and/or 7th period opportunities for engagement • Parent education opportunities | <p>Creating Connections</p> <ul style="list-style-type: none"> • Continue Community Liaison • Continue Wylie Center Counselor • Analyze success of 8th – 9th transition program; revise and continue |
| <p>Technology / Materials / Equipment</p> <ul style="list-style-type: none"> • SMART technology in ELA and Math • Laptops for all staff to access EADMS, AERIES, TeleParent, Parent emails, Grade books, etc. from work or home • Student Access to | <p>Technology / Materials / Equipment</p> <ul style="list-style-type: none"> • SMART technology in remaining academic classrooms • Computer Lab Access for Parents • Identify and Implement Career and Technical Education Academies for all 10th graders; | <p>Technology / Materials / Equipment</p> <ul style="list-style-type: none"> • Continue to expand Career and Technical Education Academies for all 11th and 12th graders; Includes purchase of curriculum, equipment, materials |

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| teachers, virtual high school, Destinations, Nova Net, and other options for credit | Includes purchase of curriculum, equipment, materials for academies <ul style="list-style-type: none"> • Ongoing Materials for Freshman Seminar course | for academies <ul style="list-style-type: none"> • Ongoing Materials for Freshman Seminar course |
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Because the District has already been involved in a district wide reform effort through DAIT, we have worked with Riverside County Office of Education, DataWorks, and TurnAround Schools as outside providers and have established those ongoing relationships. Our work with data and the provision of the materials, equipment, and software support for data teams to administer benchmark assessments and design and implement common assessments by department and grade level as well as our identified time for collaboration district wide indicate that those support systems are in place.

Our biggest area of need, the ability to provide meaningful professional development outside of the work day, can be addressed by the grant. Once the majority of staff have received the professional development and the coaching to become expert in the implementation, ongoing professional development of new staff can be sustained by our existing coaches or through our existing categorical funds. In addition, an area that has been difficult for us is the initial outlay to develop quality CTE programs and provide the necessary equipment. Once those are established, Perkins and academy funding is enough to help us maintain them. We have the capacity to build the business partnerships and maintain connections for internships once those are established.

iv. Recruitment, Screening, and Selection of External Providers

The external providers who will assist with the implementation of the Turnaround model are primarily those who are already working with the district in providing support. Currently the district uses DataWorks at four of our elementary schools, and we have used them with other elementary schools in the past as well as all elementary schools for a districtwide overview of Direct Instruction. We have established a working relationship with this provider over the past six years at various school sites. Three of the schools who have previously worked with DataWorks have exited Program Improvement status, and the two schools we added recently are now frozen and hope to exit this year. Because of this established working relationship, we are familiar with the individual consultants available, their strengths and areas of expertise, and the powerful impact that they have on instruction school wide. This provider has demonstrated success in secondary schools within the personal experience of our ASISS and our Directors in Special Projects and in Secondary Education, as well as the RCOE Director of RSDSS. Secondary school site visits have confirmed the capacity of DataWorks to provide the instructional support and coaching necessary to implement first, best instruction in the secondary classrooms.

The second external provider who will assist in the Turnaround process is the Riverside County Office of Education. RCOE currently supports the district in the DAIT process and the school in the implementation of PLCs through a contract for support. These resources will continue to be provided by the district; however, they will assist in the program implementation as outlined in the grant description. No SIG funding will be allocated for these services.

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| v. Alignment of Other Resources with the Selected Intervention Models |
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Norte Vista receives the following categorical allocations:

| | 2009-2010 | 2010-2011 |
|---------|--------------|--------------------|
| SLIP | \$123,661.00 | \$98,928.00 |
| EIA/LEP | \$278,213.00 | \$301,460.00 (est) |

Currently the categorical funding at Novi supports a project specialist/instructional coach for the site, one reading intervention teacher, one attendance verifier, and six bilingual assistants. The 2009-2010 personnel costs for Novi were as follows:

| Categorical Personnel Costs for Norte Vista High School | 2009-2010 |
|---|--------------|
| SLIP | \$71,235.00 |
| EIA/LEP | \$186,468.00 |
| District funded EIA/SCE | \$112,797.00 |

As a result of various factors, personnel costs increase each year. All of the professional development for the DAIT process and for the required PD for the core instructional materials is paid from the District Title II and from Title I PD set aside. We also have utilized the EIA/SCE for support as noted above.

The funding remaining from the allocations once personnel are encumbered are used for supplemental instructional materials, supplies, technology and other support functions.

The 2010-2011 projection for Norte Vista for SLIP is being reduced by 20% as are all of the SLIP school allocations in Alvord. This funding flexibility is being used to support the general fund budget due to reductions in revenue. With the dramatic increase in poverty rates in Alvord and particularly at Norte Vista, we are looking at redistributing our Title I and EIA/SCE funding which is currently targeted to our elementary and middle schools. This will result in an additional allocation for Novi. This additional allocation will allow us to sustain the efforts that would be initiated by the influx of funding from the SI grant.

If the poverty rate holds at 75% for the 2010-2011 school year, Norte Vista will receive approximately \$250 per F/R student which would equal $2,254 \times 75\% = 1,690$ students X

\$250 / student = \$422,500.00 for the 2011 school year with a continuing allocation. At the conclusion of the grant, this funding will support ongoing coaches that are funded initially as a part of SIG.

For 2010-2011, the district will allocate \$400,000.00 of additional categorical funding to support the reform efforts at Novi. The SCE money noted above will replace this initial allocation beginning in 2011. The additional funding for 2010-2011 will cover the cost of the additional reading intervention teachers that will be allocated to increase the opportunity for READ 180 sections. We anticipate that if the interventions district wide are effective, by 2013-2014 we will be able to reallocate the FTE's from reading intervention to sustain the extended school day for the years following the grant. As the general funding revenues increase, additional FTE's will be allocated for the extended school day and the alternative program as a part of our dropout prevention efforts.

District staffing resources also provide support to align with the intervention plan. As noted previously, the ASISS will provide support to allow the principal the freedom to make decisions and run the school creatively. The ASISS, Directors, and TOSAs in ISS have committed time to the specific purposes of providing data analysis, CTE support, Intervention implementation support, and master schedule support. Additional support will also be provided through human resources as we look at working with our bargaining units to implement incentives flexibility.

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| vi. Alignment of Proposed SIG Activities with Current DAIT Process |
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The LEA Plan revision conducted via the DAIT process in spring of 2009 and its implementation in 2009-2010 are a component of the Turnaround plan for Norte Vista High School. The High Leverage Items in the Alvord LEA Plan are listed below.



Instructional Support Services Division
Special Projects and School Accountability Department
Special Projects Office

Date: 8/16/2010

To: K-12 Principals

From: Gina Simpson
Director, Special Projects and School Accountability

Re: Leadership Team/Data Team Training

Background

The RCOE District Assistance and Intervention Team (DAIT) recommended high leverage items which included an accountability system to monitor and support student achievement. As a result, data teams were formed at each site to implement and support the design of a systematic data analysis and monitoring system. While data teams just began this endeavor last year, we know we will need to continue to work together to refine our implementation.

Our district is in Program Improvement Year 3, due to not meeting the CST/ELA Annual Measurement Objective requirement for all students including significant subgroups English learners and Students with Disabilities.

Expectations

1. Principals along with their leadership team will attend quarterly data team trainings at the Professional Development Center from 8:00 – 3:30 p.m. as indicated below:

| Day | Date | Location | Focus |
|-------|-------------|-------------------------------|---|
| Day 1 | August 31 | Secondary Schools | Day 1 Focus: CST Analysis and Response Planning, 2009-10 Benchmark Results and Correlations, and Shared Revision of DAW |
| | September 1 | Elementary Schools/Cohort 1* | |
| | September 2 | Elementary Schools/Cohort 2** | |
| Day 2 | October 12 | Secondary Schools | Day 2 Focus: Benchmark 1 Analysis and Response Planning |
| | October 13 | Elementary Schools/Cohort 1 | |
| | October 14 | Elementary Schools/Cohort 2 | |
| Day 3 | January 11 | Secondary Schools | Day 3 Focus: Benchmark 2 Analysis and Response Planning |
| | January 12 | Elementary Schools/Cohort 1 | |
| | January 13 | Elementary Schools/Cohort 2 | |
| Day 4 | March 8 | Secondary Schools | Day 4 Focus: Benchmark 3 Analysis and Response Planning |
| | March 9 | Elementary Schools/Cohort 1 | |
| | March 10 | Elementary Schools/Cohort 2 | |

*Elementary/Cohort 1 – Arlanza, Stokoe, Lake Hills, Foothill, La Granada, Orrenmaa, and Valley View

**Elementary /Cohort 2 – Collett, Myra Linn, Terrace, McAuliffe, Promenade, Twinhill, and Rosemary Kennedy

2. District assessments will be administered and scanned adhering to the district timelines so that reports produced for the leadership team trainings reflect the site and district results.
3. The meeting will be facilitated by Diana Asseier, along with the support of the ISS team, RCOE consultants, Pat Chandler, Jane Moore, and RCOE coaches.
4. The principal will send the Special Projects Office a list of leadership team members by Monday, August 23.

Information

1. The DAIT/Leadership Team trainings will be from 8:00 a.m. - 3:30 p.m. at the CNS/PDC. Breakfast and lunch will be provided.
2. Teachers will receive a substitute to be paid from District Title II funds. Teachers need to set up preferences for substitute requests in Aesop. Site designees of the Aesop system will enter the conference in Aesop.



Instructional Support Services Division
Special Projects and School Accountability Department
Special Projects Office

3. The recommended leadership team participants include those data team members that attended last year ...*the grade level leads, a special education teacher, the department chairs if secondary, or whoever will be leading the work on the structured collaboration days.*
- a. the Elementary School Principal, Assistant Principal (if applicable), grade level leads, special education teacher; and Project/Specialist (if applicable);
 - b. the Middle School Principal, Assistant Principal, grade level leads and/or department chairs (ELA, Math, Science, and History); and Project/Specialist (if applicable),
 - c. the High School Principal, Assistant Principal, grade level leads and/or department chairs (ELA, Math, Science, and History); and Project/Specialist (if applicable).

Contacts:

Gina Simpson, 951-509-5055, gsimpson@alvord.k12.ca.us – questions or concerns regarding data team training and conflicts with the above dates

Kim Monnig, 951-509-5055, kmonnig@alvord.k12.ca.us - general questions regarding logistics (time, place, location) and questions regarding substitutes

Thank you for your continued support as we work together to improve student achievement!

DAIT HIGH LEVERAGE ITEMS

| Full Implementation* Curriculum Instruction Professional Development | Struggling Learners English Learners Students with Disabilities | Accountability Systems |
|--|--|---|
| <ul style="list-style-type: none"> • Core Curriculum/Interventions <ul style="list-style-type: none"> ○ Full access to the core with first best instruction ○ Full access to intervention curriculum for eligible students ○ Essential Standards • Professional Development <ul style="list-style-type: none"> ○ Coaching ○ Data Teams ○ Direct Instruction ○ Lesson Design ○ Strategies • Structured Instructional/Data Analysis Time (Collaboration) (Structured and focused collaboration time to adjust instruction for student learning) | <ul style="list-style-type: none"> • Core Curriculum/Interventions <ul style="list-style-type: none"> ○ Full access to the core with first best instruction ○ Full access to intervention curriculum for eligible students ○ Essential Standards • Differentiation <ul style="list-style-type: none"> ○ SDAIE ○ Accommodations ○ Modifications • English Language Development • Professional Development <ul style="list-style-type: none"> ○ Coaching ○ Data Teams ○ Direct Instruction ○ Lesson Design ○ Strategies • Structured Instructional/Data Analysis Time (Collaboration) | <ul style="list-style-type: none"> • Communication/Collaboration <ul style="list-style-type: none"> ○ Consistent vertical and horizontal communication focused on student achievement between and among school sites and divisions ○ Consistent and comprehensive systems to align fiscal and instructional priorities • Define Roles and Responsibilities Focused on Student Achievement • Develop Focused Student Achievement Goals <ul style="list-style-type: none"> ○ District Goals ○ District Expectations <ul style="list-style-type: none"> - Staff - Students • Monitor/Support Student Achievement <ul style="list-style-type: none"> ○ Accountability Plans ○ Data Teams • Community Support <ul style="list-style-type: none"> ○ Increase parental awareness of services ○ Provide parent support for student learning |

These High Leverage Items align with implementing the Essential Program Components which were part of the basis for the needs analysis for Norte Vista. In implementing the Turnaround model, the following highlighted activities are already addressed and being implemented to varying degrees through our DAIT process.

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully and effectively a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.
2. Use locally-adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, to screen all existing staff and rehire no more than 50 percent, and select new staff.
3. Implement such strategies as (1) financial incentives, (2) increased opportunities for promotion and career growth, and (3) more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA, hire a "turnaround leader" who reports directly to the LEA, or enter into a multi-year contract with the LEA.
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
8. Establish schedules and implement strategies that provide increased learning time.
9. Provide appropriate social-emotional and community-oriented services and supports for students.
10. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if deemed ineffective
11. Implementing a schoolwide "response-to-intervention" model

Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English learner students acquire the English proficiency (language) skills necessary to master academic content within a certain time period

12. Using and integrating technology-based supports and interventions as part of the instructional program

13. Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework

14. Improving student transition from middle to high school through summer transition programs or freshman academies

15. Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills

16. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff

17. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment

Our LEA Plan is targeted completely on increasing achievement for all learners through curriculum, instruction, and professional development. While this focus is also the focus of the plan for Norte Vista High School, the Novi plan extends beyond to focus fully on the three R's of Rigor, Relevance, and Relationships. All of the components included in our Turnaround plan simply broaden and deepen our focus for Novi to include the total school picture. The Turnaround plan involves focusing in areas that we are already focusing on as a district; it simply allows us to do so sooner than originally planned and allow us targeted resources to focus our efforts at Novi right away. While our categorical resources will allow us to do much (but not all) of the work in the Turnaround plan eventually, the SIG resources in fact allow an immediate impact and change for student achievement.

As a part of the process for analyzing our needs for Norte Vista, our RCOE DAIT providers/partners were deeply involved. Much of the research, facilitation, and information gathering that occurred during this process was done by or with our consultants as a part of our DAIT implementation. The plan was developed with support from RCOE and the various divisions including the CTE components and the Teacher Incentive components for the future. Our relationship with RCOE and our focus as collaborative partners are an assurance that we will work together for the good of students.

vii. Modification of LEA Practices or Policies

We are fortunate to have a plan that aligns with our current board policies and the practices that we have begun as a part of our DAIT implementation. The major area that will require modification will be our plan to implement differentiated compensation and other monetary incentives. Our teachers' association has already worked with us to implement the first two components of the turnaround model, and several other areas, such as the flexible work day, are already included in our agreement. Our association president has attended an information session on the Teacher Incentive Fund grant with RCOE and has agreed to work within the timeline for developing a new salary schedule for pilot at NVHS. The time for staff to be involved in this process is written into the grant, and if successful, the TIF grant will fund the incentives for at least 5 years. It is our intent that if the pilot at Norte Vista is successful, the district will negotiate to restructure its salary schedule to utilize existing funding differently in order to provide differentiated compensation district wide. We anticipate that in five years, the revenues will have stabilized and there will be money to put into the salary schedule to make this happen.

viii. Sustainment of the Reforms after the Funding Period Ends

Alvord USD intends to implement a waiver that extends the SIG funds through September 30, 2013. In looking at the major components of change for Norte Vista, the largest expenditures occur in initially training every staff member in the instructional and curricular strategies to implement reform. The ongoing, job-embedded professional development is done initially with consultant coaching and training our administrators and coaches to support and monitor the implementation of the skills. The grant will pay for the training required over three years to ensure mastery for our teachers as well as the coaches, and training for administrators needed to ensure mastery for follow up.

The three coaches at approximately \$250,000.00 will be maintained through EIA/SCE funding that will be allocated to the site and supported with district Title II finding beginning in 2013. The initial training of new staff can be done through the district set aside for Title I PD funding, as the scale will be much smaller. In addition, coaches will have the capacity by then to conduct much of that training and follow up without having to hire outside consultants.

The initial establishment of a Freshman Focus class (relationships) and the staff training to implement a school wide focus on the 10 year planning and career link in every classroom (relevance) will be concluded within the plan duration. The ongoing cost of the Freshman Focus curriculum and the administration of the PSAT annually will be paid from the district SLIP funding that will continue to be set aside. Again, further professional development necessary will be done by our on site experts who will have been trained and be implementing the programs.

Another major component of the plan is to create relationships via the Smaller Learning Community (SLC) structure in the 9th grade with students identifying career interests and aptitudes during the freshman year. Beginning in 10th grade, students would all be placed in CTE themed academies – the continuation of the SLC's – for the remaining three years of high school with the 12th grade year including college coursework and internships. Again, the cost of establishing the CTE pathways via the development of curriculum and the purchase of equipment and materials is very expensive and cost prohibitive even though we want to make the change.

SIG can support the establishment of the program, and the district existing CTE funding resources can support the continuing costs of yearly supplies. The staffing for these programs will be a part of the regular FTE allocation and so will automatically be maintained. In the past, ROP programs have supported our CTE offerings, but with the reduction in funding for ROP, these programs have been reduced dramatically, making the program almost non existent. It is the district's intent to establish an excellent program that is not dependent on the ROP offerings and allow ROP to enhance or expand our programs. AUSD also has an existing partnership with Riverside Community College and the CTE department, as well as several community partnerships including Kaiser Permanente, Riverside Community Hospital, and Riverside Public Utilities. We have a track record for establishing business and community partnerships and internships, and once these are in place for our new programs, they can be easily maintained by our existing district support systems.

Additional positions established by the grant include a full time community liaison and a counselor from the Wylie Center, who we currently use to provide counseling to our elementary schools and our expelled students. These two positions, which will cost combined approximately \$75,000.00 per year will be funded ongoing by EIA/LEP and EIA/SCE.

Another major expense of the grant is the establishment of a seven period day. One of the major issues faced by our students is that they do not have the opportunity to take all of their requirements during the year if they participate in any specialized programs like AVID, IB, Band, or if they are in double block or other intervention courses. In order to fund this initially we are requesting SIG dollars. Once we establish the pattern of use and the expectation for students, we plan to analyze the schedule to shift teachers to flexible schedules and to add FTE's in the form of persons or buy-back periods to meet the demand for extended day. Part of the ongoing expense will be built into the

schedules of the regular FTE allocation; For example, athletics will be 7th period and the coaches will teach periods 2-7 at no additional cost due to flexible scheduling. At this time we anticipate an equivalent of 5 FTE's to meet the needs of the schedule. In addition, we anticipate that funding will be restored for supplemental instruction so that funding source can supplement the regular allocation.

Beginning in 2011 we will establish an alternative program for students who are entering high school with multiple F grades or who are credit deficient by the end of the first semester or year. These students are often drop outs or have severe attendance issues. The intent of this program is to allow the students a contained setting focused on specialized skill acquisition so that they will continue in school because they have become successful. It keeps the students connected to the comprehensive campus while offering a much more personalized environment. Once established, this program will generate the ADA to fund the two FTE's. This will also save on the needed FTE's for the district independent study program and will be self sustaining by 2013-2014.

Additional equipment including hardware and software, once purchased, will be maintained by our comprehensive IT department. Equipment upgrades are scheduled with a percent of computers being upgraded each year so that we are not replacing entire labs at the same time. Our current district budget accommodates this.

The staff bonus is built into the plan for two years only. The differentiated compensation plan will supersede this in 2013.

Once established, the culture of Rigor, Relevance, and Relationships will be sustained not through monetary commitments but through the commitment to hire and retain the very best administrators and teachers, and to ensure they receive the support necessary to continue to do the best for students. During this process, we discovered that good people are truly motivated by the opportunity be a part of innovation, by working for a "transformational Leader", by the opportunity to work with kids who are challenging but who really need you, and by the chance to show that they are good. The following email was sent without any promises of compensation. Over 140 staff members responded. This response to the invitation below provides hope for our school and for our profession.

Dear Alvord Teachers and Certificated Staff:

As many of you know, Norte Vista High School has been designated as a Persistently Lowest Achieving School by the state of California. Our District has selected the Turnaround intervention model for implementation at Norte Vista to ensure that student achievement increases.

Would you like to be a part of something special...something innovative...something that will change the lives of a generation of high poverty students?

We are inviting teachers who are highly skilled and interested in teaching students who are at risk or who are not achieving to their potential. These high risk students include our economically disadvantaged and English learner students. While all of these children can learn, teaching them to mastery requires hard work and dedication, extensive knowledge of content and instructional strategies, and a love of children.

Under the Turnaround leadership of Principal Susan Boyd, Norte Vista will become an exciting and innovative learning center for our teachers and students.

Innovations at Norte Vista will include

- Smaller Learning Communities / Interdisciplinary Teams
- Implementing a schoolwide "response-to-intervention" model for academics and behavior
- Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English learner students acquire the English proficiency (language) skills necessary to master academic content within a certain time period
- Using and integrating technology-based supports and interventions as part of the instructional program
- Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework

Interest forms will be sent via email on Tuesday May 11 and due back to personnel by Friday May 14, 2010. A summary of the criteria for consideration will be sent out on Thursday May13, 2010. Interested teachers, counselors and other certificated staff will have an opportunity to share their ideas, qualifications, and commitments beginning the week of May 17, 2010. All selections will be finalized by May 27, 2010.

Thank you in advance for considering this amazing opportunity.

Diana M. Asseier
Assistant Superintendent
Instructional Support Services
(951) 509-5064

There is no doubt that Norte Vista High School will be a different place very soon and will maintain their momentum to positively impact generations of students.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

Norte Vista High School will reduce the number of students performing **Non Proficient** by **10% each year** in English Language Arts and Mathematics overall and for each of its significant subgroups.

**Norte Vista High School
School AYP Targets through 2014
English Language Arts**



**Norte Vista High School
School AYP Targets through 2014
Mathematics**



Each year every site principal develops and Accountability Plan for presentation to the Superintendent and Cabinet. This plan must outline the goals for the school year, how the principal and school staff will achieve those goals, and how they will know they are making progress towards the goals. The beginning of the plan presentation is an analysis of whether or not the school met the previous year's goals, and why or why not. The principal must have done a thorough analysis of the practices and programs during the previous year and understand their school data. This is the third year of Accountability Plans, and our principals are very familiar with the process of monitoring their achievement progress to determine if they will meet their AYP targets. The ISS team visits each site monthly to meet with the principal to monitor their progress on their accountability plan goals. This meeting allows the principal to share ideas, ask questions, and for the district to offer support and assist our principals so that early intervention can occur.

Currently our district administers quarterly Benchmark assessments aligned to the grade level / subject standards and the pacing guides for instruction. Our collaboration time is set aside weekly for the function of data teams, which includes the analysis of data, the planning of instruction, the monitoring of learning through frequent common

assessments, and the design of intervention for students who are not mastering standards. This process allows the weekly monitoring of student progress with at least quarterly results to reflect progress toward meeting the goal. It is the principal's responsibility to ensure that this work is completed, and monthly "accountability visits" by the ISS staff monitor the principal's ability to assess progress toward the goal.

Norte Vista High School will prepare and Accountability Plan presentation for August, and these goals will be a part of the plan for 2010-2011. Included in that plan will be the specific practices for monitoring progress. Below is the information that was used for the 2009-2010 school year for sites to develop their plans. We believe that this monitoring process meets the criteria for ensuring our goals are met. The 2010-2011 document may have some revisions, but the format and content will be similar. These presentations occur once our schools have their final CST results for the year.

Alvord Unified School District

Expectations for All: 2009-2010

ACADEMIC

- AYP Targets

| | RLA | Math |
|------|-------|-------|
| Elem | 56.8% | 58% |
| MS | 56.8% | 58% |
| HS | 55.6% | 54.8% |

- AMAO Targets- All levels

AMAO 1- Percent of English Learners making annual progress in learning English

53.1%

AMAO 2- Percent of English Learners attaining English proficiency

32.2%

- Growth over time on District Benchmarks; Percent Proficient same as AYP
- Percentage of ADA / Graduation Rate
96%

ORGANIZATIONAL

- Develop a goal statement of how your department supports student achievement
- Identify baseline data and analyze the implications of the data on the efficiency of your department and its progress toward meeting your goal
- Develop SMART goals and an action plan based upon the data analysis with specific notation of how your goals will impact the student achievement targets.
- Identify Incremental Measures to monitor growth
- Implement and monitor the plan

PROFESSIONAL

- Be on time, be actively involved, and provide honest feedback in meetings
- Confront difficult issues for the betterment of students, staff, and the district
- Work collaboratively as a part of a large PLC
- Dress and conduct yourself in a professional manner as a role model for students, staff, and community

INSTRUCTIONAL

- Walk Through* every classroom at least 2X per week
 - Observe Evidence of:
 - Student engagement
 - Utilization of grade level standards and core curriculum
 - Clear, Standards-based Objective(s)
 - Implementation of research based instructional strategies, e.g., Direct Instruction
 - Implementation of strategies for Struggling Learners, e.g., oral language development; academic vocabulary;
- Implement Data Teams to monitor student progress as a component of a comprehensive Professional Learning Community plan to increase student achievement
- Implement a Model for Student Learning that encompasses the three principles of RTI: Assessment, Instruction, and Intervention
- Implement a staff development plan based upon needs identified specifically to the site from student results, classroom walk throughs, leadership team and staff meetings, parent feedback, other sources of data as available

Site Accountability Plan

Goal/ Purpose: The goal of the accountability plan is to synthesize the goals from the SPSA and the LEAP to improve achievement for all students. This will be accomplished through two guiding principles:

- A) The development of a concise action plan to support student learning.
- B) The constant monitoring and support of the plan to ensure progress.

1. Each principal will develop SMART goals to specifically target areas of needed improvement at their site. This plan will be data driven (analysis of data, supervision, attendance, grades, demographics, etc.) and will include progress markers

2. Monthly visits to each school site with a site visit debrief.

3. Accountability meeting scheduled to address all areas within the plan. Meetings will be scheduled on a monthly or quarterly basis depending on site needs.

Accountability plan goals shall be based upon the Expectations for All: 2009-2010.

SMART GOALS

Strategic and **S**pecific
Measurable
Attainable
Results-oriented
Time-bound

THE FOUR Questions

1. What do we want students to learn?
2. How will we know if they have learned it?
3. What are we going to do if they did not learn it?
- 4. *What do we do when they have learned it?***

District Accountability Meeting Information

Goal

All schools/divisions/departments meet the Expectations for 2009-2010

Purpose

The purpose of the accountability meeting is threefold.

1. Give each principal/manager an opportunity to present student achievement data/ other relevant data for their school/ department (past & present).
2. Give each principal/manager an opportunity to present their plan for improving student achievement.
3. Give district office staff an opportunity to hear the data and plan for each school providing an opportunity for dialogue about how they will support each school.

District Accountability Meeting Guidelines For Principals

All presentations will utilize PowerPoint and include the following:

1. API growth for the past 4 years.

2. AYP levels for the past 4 years for all sub-groups in Language Arts, plus EL and SWD
3. AYP levels for the past 4 years for all sub-groups in Math, plus EL and SWD
4. AMAO results for EL students over the past 4 years.
5. Percent and number of students in each performance band by grade/subject in Language Arts during the past 4 years.
6. Percent and number of students in each performance band by grade/subject in Math during the past 4 years.
7. CAHSEE first time and 4th year pass rates. Graduation and Drop out Rates. (High School only)
8. Benchmark Growth Comparisons and Percent Proficient
9. Smart Goals to be implemented to improve student achievement to ensure all students meet the minimum % proficient target.
10. Present how your site will utilize data teams to address the components of assessment, instruction, intervention within a PLC model.
11. Present the steps you have/will use to ensure the implementation of Direct Instruction and appropriate instructional strategies for all learners including English learners, special education, struggling learners, and specific sub groups. Include the elements you explicitly monitor during walk throughs and how you provide specific feedback to individual teachers, grade levels, and all teaching staff.
12. Present interventions available for students by performance band. Describe assessment strategies for placement in interventions, how you track progress, exit criteria.
13. Present how you will increase communication and collaboration per DAIT High Leverage Items column three.
14. Present a synthesis and evaluation of your previous plan's implementation, your current goals, and why you expect to make this years targets.

Expectations

You will produce the PowerPoint. (do not have someone else produce)

You will be the only presenter.

Bring 20 copies of your PowerPoint (3-hole punched; 1 – 2 slides per page), and 20 copies of your site accountability plan

The PowerPoint will be no more than 20 slides.

Your presentation will last no more than 30 minutes (leaving 30 minutes for discussion).

Accountability Plan Template

| GOAL | ANALYSIS/ACTIONS/SUPPORT | TIMELINE |
|---------------------|-------------------------------------|----------|
| | Analysis: | |
| Specific Objectives | Specific Actions / Steps/ Evidence: | |
| | Challenges | |
| | Support | |

SAMPLE - Site

Accountability Plan Template

| GOAL | ANALYSIS/ACTIONS/SUPPORT | TIMELINE | EVIDENCE |
|--|--|--|---|
| <p>To move 60% or our EL students one or more proficiency levels, and to move 50% of our students to Fluent English Proficiency by May, 2009</p> | <p>Analysis:</p> <p>Our current data shows that 53.10% of our EL Students increased one or more proficiency levels for the 2008 school year (AMAO 1).</p> <p>In addition, 35.70% of our EL population achieved English Proficiency for that same year (AMAO 2).</p> <p>AMAO 1 & 2 have shown some decline for the 2008 school year as compared to the 2007 school year. The following are some factors creating this trend:</p> <ol style="list-style-type: none"> 1. Students have difficulty with reading comprehension. 2. Students have difficulty with writing complete sentences. 3. Lack of exposure to testing formats, particularly the CELDT testing format (students and teachers) | 2008-2009 | CST CELDT |
| <p>Specific Objectives</p> <p>Students will acquire English (listening, speaking, reading, writing)</p> <p>Students will make progress in proficiency on the LAS Links with a minimum of 60% increasing one level and 50% reaching</p> | <p>Specific Actions / Steps/ Evidence:</p> <ol style="list-style-type: none"> 1. Provide Professional Development and Coaching that will help teachers to expose student to the nuances of CELDT testing format, having teachers understand the importance of RLA / EL standards, refining EL strategies through SIOP, comprehension strategies, and focusing on grammar through the Rigby Program. 2. Color coding random selection sticks to correspond to each student's CELDT proficiency level. This will enable teachers to increase the level of difficulty to the next proficiency level when questioning students or eliciting feedback. | <p>September through December 2008</p> <p>October 2008</p> <p>November</p> | <p>Agendas Sign In</p> <p>Quarterly LAS Links Assessment Results</p> <p>SCOE Benchmark results</p> <p>Walk throughs</p> <p>Lesson Plans</p> |

| | | | |
|--|---|---|--|
| <p>fluent by the fourth administration of LAS Links</p> <p>Increase teacher capacity in what is tested on CELDT and the instructional strategies necessary to ensure students master English language skills</p> | <p>3. Require grade levels to devote focused instruction in those areas in which students are struggling based on the LAS Links results. E.g., this may be done by setting one ELD period per week to focus on areas of deficiencies.</p> <p>4. Administer appropriate assessments and conduct Data Team, Grade Level, and Accountability meetings with staff after results are received.</p> <p>5. Parent trainings to provide an understanding of the sound spelling relationships, fluency, and reading comprehension.</p> | <p>2008</p> <p>2008-2009 every 6 – 8 weeks</p> <p>TBD</p> | <p>Data Team Meetings</p> <p>Grade Level Meetings</p> <p>Teacher Accountability Meetings</p> |
| | <p>Challenges</p> <p>Consistent monitoring of the strategies being taught; quality of professional development; availability of testing results and prep materials for CELDT</p> | | |
| | <p>Support</p> <p>Provide access to well trained and effective EL TOSA support; research and provide appropriate test prep materials; provide timely results of assessments administered</p> | | |

Accountability Follow Up Log

| Objective | Actions | Date | Process | Outcome / Data |
|-----------|---------|------|---------|----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

SAMPLE - Site

Accountability Follow Up Log

| Goal/Objective | Actions | Date | Process | Outcome / Data |
|---|---|-----------------------|--|---|
| <p>To move 60% or our EL students one or more proficiency levels, and to move 50% of our students to Fluent English Proficiency by May, 2009</p> <p>Students will acquire English (listening, speaking, reading, writing)</p> <p>Students will make progress in proficiency on the LAS Links with a minimum of 60% increasing one level and 50% reaching fluent by the fourth administration of LAS Links</p> <p>Increase teacher capacity in</p> | Initial Meeting with Maria Escalera | May 2008 | <p>Dawn Elliott, Barbara Gillis, Maria Escalera and I met to tailor staff development that addressed AMAO 1 and 2 and noted in our SPSA.</p> <p>Professional development dates were determined and a coaching cycle, that included a teacher debrief, was part of the program.</p> | <p>Analysis of EL Student Data For AMAO 1 and 2</p> <p>The following areas were identified as necessary for our teachers to understand in order to make any type of impact with our AMAO's:</p> <ul style="list-style-type: none"> - Knowing Your ELA & EL Standards - Focus on Grammar for Rigby - Refining EL Strategies through SIOP - Preparing Our Students for the CELDT Exam |
| | Professional Development Topic: CELDT Prep. | Sept. 2 nd | Teachers, coaches and principal were given an overview of essential components found on the CELDT exam. They were given resources to in order to help students prepare for the specific format. | Each Teacher identified one component upon which to focus for the upcoming coaching cycle. |
| | Coaching Cycle for CELDT Prep. | Sept. 10 | Maria Escalera conducted coaching cycle with identified staff. | <p>The following was observed:</p> <ul style="list-style-type: none"> -Teacher exposed students to writing |

| | | | | |
|--|--|--------------------------------------|--|---|
| what is tested on CELDT and the instructional strategies necessary to ensure students master English language skills | | | | complete sentences using a sequence of pictures. -Grammar was being reviewed. |
| | Professional Development Topic: Focus on Grammar for Rigby | K-2 Oct. 7 3-5 Oct. 21 | These sessions were grade level specific. It was important for teachers to realize that grammar had to be cognitively planned and incorporated into their lessons. | Teachers cognitively planned one grammar lesson that all would complete by grade level |
| | Coaching Cycle for Rigby Grammar | K-2 Oct. 22 3-5 Oct. 29 | Maria Escalera conducted coaching cycle with identified staff. | The following was observed: -50% of our teachers were able to weave the grammar focus into their lesson. Other isolated the grammar skill. |

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|---|
| x. Inclusion of Tier III Schools |
|---|

Not Applicable

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|--|
| xi. Consultation with Relevant Stakeholders |
|--|

| Chart of Stakeholder Meetings Held Regarding Norte Vista High School | |
|--|---|
| 3/9/10 | Meet with Novi Principal re Identification as Persistently Lowest Achieving School Meet with Novi staff Identification as Persistently Lowest Achieving School |
| 3/18/10 | Update Board of Education on Identification as Persistently Lowest Achieving School, the Four Intervention Models, and the SIG application and process |
| 3/25/10 | AEA President |
| 4/1/10 | Update Board of Education on progress and current information re Identification as Persistently Lowest Achieving School, the Four Intervention Models, and the SIG application and process; Public Hearing |
| 4/12/10 | NVHS Leadership Team |
| 4/14/10 | NVHS All Staff |

| | |
|----------------------|--|
| | NVHS ELAC |
| 4/15/10 | Update Board of Education on information and discuss recommendation to apply for grant |
| 4/19/10 | SIG Committee |
| 4/20/10 | NVHS SSC |
| 4/22/10 | Parent/Community Meeting @ NVHS |
| 4/20/10 – 4/30/10 | Focus groups at NVHS from 7:30 – 3:00 with Students Classified staff Certificated staff |
| 4/27/10 | SIG Committee |
| 5/3/10 | SIG Committee |
| 5/6/10 | Board of Education meeting – Approve Turnaround model and SIG application |
| 5/12/10 | CSEA President SIG Competencies for Turnaround teachers |
| 5/20/10 | Board of Education meeting – Approve School Improvement Grant |

A presentation was developed to explain to all audiences the School Identification Criteria and Description of Models. The AYP data for all of the Alvord schools was presented so that a comparison could be made with Norte Vista. All information was provided in English and Spanish, and translators (Spanish and American Sign Language) were provided at all ELAC, community, and Board meetings to ensure that all members of the community could participate. All information was posted on the district website, and the community was informed of this via message broadcast to all phones in our system.

Meetings were advertised by mail and by message broadcast to every parent and staff member. At each meeting, participants were invited to ask questions and to provide candid feedback on their own observations and concerns. All feedback was charted and transcribed for later analysis by the Board and the SIG committee. While not everyone who attended signed in, the meetings were well attended. Approximately 50 parents actually attended the ELAC meeting, including a group who calls themselves “Padres Unidos”. Over 100 adults were in attendance for the parent / community meeting held at Norte Vista, and several of them attended the May 6th Board meeting to hear the recommendation. Norte Vista staff were kept updated throughout the process as were the bargaining units via Board meetings and separate sessions. Because of rumors among the other high school teachers, the superintendent and the ASISS also held staff information meetings at La Sierra High School and Alvord Continuation High School to provide accurate information to those who were concerned about the impact on the remaining secondary schools.

The documents listed below were all public through the Board meetings and were posted on the district web site in English and Spanish. Many of the parents and staff reviewed the info that was updated for the board, and the board received everything that was presented at any time to any group or committee.

English Language Advisory Committee Meeting

April 14, 2010

- School Identification Criteria and Description of Models PowerPoint Presentation
- AYP ELA Comparison for Overall
- AYP Math Comparison for Overall
- 2009 Percent Proficient and Advanced on California Standards Test Report for All Subgroups for Adequate Yearly Progress
- Alvord API Base/Growth 5 Year Report

School Site Council Meeting

April 20, 2010

- School Identification Criteria and Description of Models PowerPoint Presentation
- AYP ELA Comparison for Overall
- AYP Math Comparison for Overall
- 2009 Percent Proficient and Advanced on California Standards Test Report for All Subgroups for Adequate Yearly Progress
- Alvord API Base/Growth 5 Year Report

Community Meeting

April 22, 2010

- School Identification Criteria and Description of Models PowerPoint Presentation
- AYP ELA Comparison for Overall
- AYP Math Comparison for Overall

Board of Education Meeting

April 1, 2010

- School Improvement Grant Analysis
- Comparison of Turnaround and Transformation Models

May 6, 2010

- List of School Improvement Committee Members
- Data Set from Parents, Students and Staff
- AYP ELA Comparison for Overall
- AYP Math Comparison for Overall
- 2009 Percent Proficient and Advanced on California Standards Test Report for All Subgroups for Adequate Yearly Progress
- Alvord API Base/Growth 5 Year Report
- US Department of Education Description of Models PowerPoint Presentation
- Description of Models
- A Framework of Research on High-Poverty, High-Performing Schools Article
- Effective High School Reform: Research and Policy That Works Article
- Measured Progress: A Report on the High School Reform Movement Article

- Resource Summary
- Report on Free and Reduced by School
- CST English-Language Arts Proficiency Summary
- CST Mathematics Proficiency Summary
- CST Mathematics by Subject Proficiency Summary
- CST Science Proficiency Summary
- CST History-Social Science Proficiency Summary
- CST World History Proficiency Summary
- California High School Exit Exam (All Students Tested)
- California High School Exit Exam (Students in Growth API)
- California High School Exit Exam (Students in Growth AYP)
- Graduation Rate PowerPoint Presentation
- 2009 Norte Vista High School Census CAHSEE Student Group Study PowerPoint Presentation
- Report of Number of D's and F's by Subject and by Department PowerPoint Presentation
- CELDT Movement Report Matched Case Proficiency Level Movement from 2007-08 and 2008-09
- CELDT Movement Report Matched Case Proficiency Level Movement from 2008-09 and 2009-10
- Norte Vista High School 2009-10 Accountability Progress Reporting Data School Report – Base API, Ranks and Targets
- Norte Vista High School 2009-10 Accountability Progress Reporting Data School Content Area Weights Norte Vista High School 2009-10 Accountability Progress Reporting School Demographic Characteristics
- Selection Challenge
- Norte Vista High School AVID Longitudinal Report for 2007-08, 2008-09, and 2009-10
- Incentives Survey Results

Focus Groups were held on the Norte Vista campus, and the ASISS was available to meet for 9 days. All staff, certificated, classified, and administrative, were invited to sign up for a session. Student groups were randomly selected to represent certain facets of the population so that all voices would be included. Total Staff = 57; Total Students = 36; IB = 7; OCI = 6; EL = 7; ASB = 7; AVID / Random = 9. Information was gathered around two key questions. "What is good about Novi that we need to be sure to preserve?", and "What needs to change at Novi in order for students to achieve better?" This information was transcribed verbatim and provided to the SIG committee for analysis as noted below, and ultimately to the Board.

During that same time a School Improvement Grant Committee was formed to conduct analysis of other data and to review the community and focus group feedback in order to provide a recommendation to the Board on the improvement model that should be implemented at Norte Vista. The composition of the group was designed to represent the majority of in district stakeholders. This group was critical in that it needed to be

credible in recommending a model for implementation, so care was taken in the selection of this committee. Criteria included staff members who represented the demographics of the student population, staff who represented departments within the site, staff who did not have obvious biases towards programs, (e.g., the AVID counselor was not selected to represent the counselors), staff from throughout the district who have contributed in or have expertise in an area or who represent a feeder school, etc. Every member who was invited agreed to serve voluntarily on this committee. This committee is listed under section i. Needs Analysis.

Minutes and agendas from each of these meetings are attached.

Norte Vista High School 2010-2011 Bell Schedule

Regular Schedule

Monday, Tuesday, Thursday, Friday

Period

| | |
|--------------------------|--|
| 0 | 06:30 - 07:26 |
| 1 | 07:30 - 08:26 |
| 2 | 08:32 - 09:28 |
| Tutorial | 09:28 - 09:57 |
| 3 | 10:03 - 10:59 |
| 1 st lunch | 10:59 - 11:34 4 th per. "A" 11:40 - 12:36 |
| 4 th per. "B" | 11:05 - 12:01 2 nd lunch 12:01 - 12:36 |
| 5 | 12:42 - 1:38 |
| 6 | 1:44 - 2:40 |
| 7 | 2:48 - 3:44 |

Late Start Schedule

Wednesday

Period

| | |
|---------------------------|--|
| 0 | 06:30 - 07:18 |
| STAFF MEETING TIME | |
| 1 | 08:30 - 09:20 |
| 2 | 09:26 - 10:16 |
| 3 | 10:22 - 11:12 |
| 1 st lunch | 11:12 - 11:47 4 th per. "A" 11:53 - 12:43 |
| 4 th per. "B" | 11:18 - 12:08 2 nd lunch 12:08 - 12:43 |
| 5 | 12:49 - 01:39 |
| 6 | 01:45 - 02:35 |
| 7 | 02:41 - 03:29 |

Minimum Day Schedule

Period

| | |
|--------------|----------------------|
| 0 | 07:00 - 07:25 |
| 1 | 07:30 - 08:06 |
| 2 | 08:12 - 08:48 |
| 3 | 08:54 - 09:30 |
| Break | 09:30 - 09:40 |
| 4 | 09:46 - 10:22 |
| 5 | 10:28 - 11:04 |
| 6 | 11:10 - 11:46 |
| Lunch | 11:46 - 12:16 |
| 7 | 12:24 - 01:00 |

Assembly Schedule

Period

| | |
|--------------------------|--|
| 0 | 06:30 - 07:26 |
| 1 | 07:30 - 08:20 |
| 2 | 08:26 - 09:16 |
| 3 | 09:24 - 10:14 (1 st Assembly) |
| 3 | 10:22 - 11:12 (2 nd Assembly) |
| 1 st lunch | 11:12 - 11:47 4 th per. "A" 11:53 - 12:43 |
| 4 th per. "B" | 11:18 - 12:08 2 nd lunch 12:08 - 12:43 |
| 5 | 12:49 - 01:39 |
| 6 | 01:45 - 02:35 |
| 7 | 02:40 - 03:30 |

Activity/Rally Schedule

Period

| | |
|--------------------------|--|
| 0 | 06:30 - 07:26 |
| 1 | 07:30 - 08:26 |
| 2 | 08:32 - 09:28 |
| Rally | 09:28 - 09:57 |
| 3 | 10:03 - 10:59 |
| 1 st lunch | 10:59 - 11:34 4 th per. "A" 11:40 - 12:36 |
| 4 th per. "B" | 11:05 - 12:01 2 nd lunch 12:01 - 12:36 |
| 5 | 12:42 - 1:38 |
| 6 | 1:44 - 2:40 |
| 7 | 2:48 - 3:44 |

Final Exam Schedule

Fall Semester

December 14, 2010 (Tuesday)

Period

| | |
|-------|---------------|
| 1 | 07:30 - 09:30 |
| Break | 09:30 - 09:40 |
| 2 | 09:45 - 11:45 |
| Lunch | 11:50 - 12:15 |
| 0 | 12:22 - 02:22 |

December 15, 2010 (Wednesday)

Period

| | |
|-------|---------------|
| 3 | 07:30 - 09:30 |
| Break | 09:30 - 09:40 |
| 4 | 09:45 - 11:45 |
| Lunch | 11:50 - 12:15 |
| 7 | 12:22 - 02:22 |

December 16, 2010 (Thursday)

Period

| | |
|-------|---------------|
| 6 | 07:30 - 09:30 |
| Break | 09:30 - 09:40 |
| 5 | 09:45 - 11:45 |
| Lunch | 11:50 - 12:15 |

Spring Semester

May 23, 2011 (Tuesday)

Period

| | |
|-------|---------------|
| 1 | 07:30 - 09:30 |
| Break | 09:30 - 09:40 |
| 2 | 09:45 - 11:45 |
| Lunch | 11:50 - 12:15 |
| 0 | 12:22 - 02:22 |

May 24, 2011 (Wednesday)

Period

| | |
|-------|---------------|
| 3 | 07:30 - 09:30 |
| Break | 09:30 - 09:40 |
| 4 | 09:45 - 11:45 |
| Lunch | 11:50 - 12:15 |
| 7 | 12:22 - 02:22 |

May 25, 2011 (Thursday)

Period

| | |
|-------|---------------|
| 6 | 07:30 - 09:30 |
| Break | 09:30 - 09:40 |
| 5 | 09:45 - 11:45 |
| Lunch | 11:50 - 12:15 |

Alvord Unified School District
Instructional Minutes
August 11, 2010 through May 25, 2011

Norte Vista High School

Grades
9 - 12

Regular Days

| | |
|-------|----------|
| Start | 07:30 AM |
| End | 03:44 PM |

Number of Hours 08:14

Total Number of Minutes 494

| | |
|------------|------|
| Less Break | |
| Less Lunch | (35) |

| | |
|------------------------------------|--------|
| Actual Daily Instructional Minutes | 459 |
| Number of Days | 125 |
| Total Minutes | 57,375 |

Late Start - Every Wednesday

| | |
|-------|----------|
| Start | 08:30 AM |
| End | 03:29 PM |

Number of Hours 06:59

Total Number of Minutes 419

| | |
|------------|------|
| Less Break | |
| Less Lunch | (35) |

| | |
|------------------------------------|--------|
| Actual Daily Instructional Minutes | 384 |
| Number of Days | 32 |
| Total Minutes | 12,288 |

Minimum Days

| | |
|-------|----------|
| Start | 07:30 AM |
| End | 01:00 PM |

Number of Hours 05:30

Total Number of Minutes 330

| | |
|------------|------|
| Less Break | (10) |
| Less Lunch | (30) |

| | |
|------------------------------------|-------|
| Actual Daily Instructional Minutes | 290 |
| Number of Days | 7 |
| Total Minutes | 2,030 |

Minimum Days - 7

October 8, 2010 - Homecoming
October 21-22, 2010 - Parent/Teacher Conferences
December 16, 2010 - Winter Break
March 17-18, 2011 - Parent/Teacher Conferences
May 25, 2011 - Last Day of School

Final Exam

| | |
|-------|----------|
| Start | 07:30 AM |
| End | 12:15 PM |

Number of Hours 04:45

Total Number of Minutes 285

Less Break (10)

Less Lunch (25)

Actual Daily Instructional Minutes 250

Number of Days 4

Total Minutes 1,000

Assembly Schedule

| | |
|-------|----------|
| Start | 07:30 AM |
| End | 03:30 PM |

Number of Hours 08:00

Total Number of Minutes 480

Less Break

Less Lunch (35)

Actual Daily Instructional Minutes 382

Number of Days 4

Total Minutes 1,528

Activity/Rally Schedule

| | |
|-------|----------|
| Start | 07:30 AM |
| End | 03:44 PM |

Number of Hours 08:14

Total Number of Minutes 494

Less Break (29)

Less Lunch (35)

Actual Daily Instructional Minutes 430

Number of Days 3

Total Minutes 1,290

Annual Instructional Minutes 75,511

Ed. Code 46201.2 - Reduced School Year

SDE Required Number of Minutes 63,000

82/23 Minutes 64,800

In Compliance (Yes/No) Yes

Number of Minutes Over 12,511

Final Exam Days - 4

December 14-15, 2010 - Finals

May 23-24, 2011 - Finals

Assemblies (4)

Dates TBD

Activity/Rally (3)

Dates TBD

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010–11

| | |
|--|--------------------------------|
| Name of LEA: Alvord Unified School District | |
| County/District (CD) Code: 3 3 6 6 9 7 7 | |
| County: Riverside | |
| LEA Contact: Diana M. Asseier | Telephone Number: 951-509-5064 |
| E-Mail: diana.asseier@alvord.k12.ca.us | Fax Number: 951-351-9364 |
| | |
| SACS Resource Code: 3180 Revenue Object: 8920 | |

| Object Code | Description of Line Item | SIG Funds Budgeted | | |
|------------------------------|---|--------------------|------------|------------|
| | | FY 2010–11 | FY 2011–12 | FY 2012–13 |
| 1000– 1999 | Certificated Personnel Salaries | | | |
| | | | | |
| 2000– 2999 | Classified Personnel Salaries | | | |
| | | | | |
| 3000– 3999 | Employee Benefits | | | |
| | | | | |
| 4000– 4999 | Books and Supplies | | | |
| | | | | |
| 5000– 5999 | Services and Other Operating Expenditures | | | |
| | | | | |
| 6000– 6999 | Capital Outlay | | | |
| | | | | |
| 7310 & 7350 | Indirect Costs | | | |
| | | | | |
| Total Amount Budgeted | | | | |

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

| | |
|--|--------------------------------|
| Name of School: Norte Vista High School | |
| County/District/School (CDS) Code: 3 3 6 6 9 7 7 - 3 3 3 4 2 9 9 | |
| LEA: Alvord Unified School District | |
| LEA Contact: Diana M. Asseier | Telephone Number: 951-509-5064 |
| E-Mail: diana.asseier@alvord.k12.ca.us | Fax Number: 951-351-9364 |
| | |
| SACS Resource Code: 3180 Revenue Object: 8920 | |

| Object Code | Description of Line Item | SIG Funds Budgeted | | |
|------------------------------|---|--------------------|--------------|--------------|
| | | FY 2010–11 | FY 2011–12 | FY 2012–13 |
| 1000– 1999 | Certificated Personnel Salaries | 692,980.92 | 845,444.60 | 659,923.20 |
| 2000– 2999 | Classified Personnel Salaries | 43,293.60 | 43,293.60 | 0.00 |
| 3000– 3999 | Employee Benefits | 164,000.48 | 197,287.61 | 144,076.80 |
| 4000– 4999 | Books and Supplies | 391,834.39 | 140,759.19 | 285,325.51 |
| 5000– 5999 | Services and Other Operating Expenditures | 514,329.00 | 471,829.00 | 439,919.00 |
| 6000– 6999 | Capital Outlay | 0.00 | 123,303.12 | 250,000.00 |
| 7370 & 7380 | Transfers of Direct Support Costs | 69,177.05 | 72,805.12 | 68,145.10 |
| Total Amount Budgeted | | 1,875,615.44 | 1,894,722.24 | 1,847,389.61 |

Budget Narrative Instructions

Instructions for Completing Budget Narrative

Use the LEA and school budget narrative forms to describe the costs associated with each activity reflected in the budget. Please include both school and district level budget forms. A general description of activities and their corresponding range of object codes are provided below. See the complete list of object codes on page 41.

| <u>Activity</u> | <u>Object Codes</u> |
|---|---------------------|
| For all personnel, include number of full-time equivalent (FTE) employees, number of days, rate of pay, etc., and a brief description of the duties/services to be performed. | 1000–2999 |
| Benefit costs charged to this program must be proportionate to the salary charged to the program. Costs for PERS reduction must be identified separately. | 3000–3999 |
| Costs for instructional materials and other materials/office supplies must be identified separately. Provide examples of what will be purchased or other justification. For example, general office supplies at \$100 per month x 20 months = \$2,000. | 4000–4999 |
| Each expense must be listed separately with the costs broken out. Identify costs for rental of meeting facilities (when justified), rental of equipment, equipment repair, etc. For all instructional consultant contracts/services include FTE, number of days, rate of pay, etc., and a brief description of the duties/services to be performed. Costs must be broken out and detail must be provided describing how the expenditure supports the School restructuring plan. | 5000–5999 |
| Capital outlay costs are allowable under this sub-grant. Please provide detail describing how the expenditure supports the action plan. | 6000–6999 |

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

| Activity Description (See instructions) | Subtotal (For each activity) | Object Code |
|--|---------------------------------|----------------|
| | | |

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Norte Vista High School (2010-2011)

| Activity Description (See instructions) | Subtotal (For each activity) | Object Code |
|--|---------------------------------|-------------|
| Replace > 50% of Staff | | |
| <ul style="list-style-type: none"> • Utilize Behavior Event Interview (BEI) Process with Focus Competencies based on Data Analysis / Needs Assessment • Identify Asst. Supt. ISS as Turnaround leader • Develop Plan for Differentiated Compensation and other incentives <ul style="list-style-type: none"> ○ Additional Hourly @ \$40.00/hour or released time at \$125.00/day X 10 staff members X 5 days ○ Work with RCOE to apply for Teacher Incentive Funding during 10-11 to develop and implement performance-based compensation systems for teachers beginning in 2011-2012 • Develop total staff bonus for meeting achievement targets for year <ul style="list-style-type: none"> ○ All students and all subgroups meet achievement target : <ul style="list-style-type: none"> ○ Certificated Staff - (108) \$2,500.00 ○ Classified Staff - (56) \$1,000.00 | \$1,650.00 | 1120 |
| | \$270,000.00 | 1900 |
| | \$56,000.00 | 2900 |
| Extended Day | | |
| <ul style="list-style-type: none"> • No snack break or SSR • Provide two lunches- allow time for tutoring • Built in Intervention/Acceleration Block for All Students • 7th period Available for All Students <ul style="list-style-type: none"> ○ 20 additional period buybacks @ \$14,000.00 • Late Start Wednesday – Structured Collaboration Time for Staff | \$280,000.00 | 1100 |

SIG Form 5b–School Budget Narrative

School Budget Narrative

School Name: Norte Vista High School (2010-2011)

| Activity Description (See instructions) | Subtotal (For each activity) | Object Code |
|---|---|-------------------------|
| <p>Restructure Master Schedule</p> <ul style="list-style-type: none"> Freshman Seminar (FS) Curriculum for All Freshman focusing on Career Choices, Career and Interest Inventories for Placement in CTE Academies beginning in 10th grade ; Course include AVID strategies for All Students <ul style="list-style-type: none"> Career Choices Text 690 @ \$32.95 = \$22,735.50 Instructor's Guide 3 @ \$25.95 = \$77.85 Workbook/Portfolio (consumable) 690 @ \$9.95 = \$6,865.50 Possibilities: Anthology 690 @ \$12.95 = \$8,935.50 Lifestyle Math (consumable) 690 @ \$9.95 = \$6,865.50 The Teachers'Lounge / www.CareerChoices.com annual site license \$249.00 (free first year) My10yearPlan.com set up fee \$99.00 Utilize Info to Identify CTE Academies for implementation in 2011-2012 Develop Contextual Themes from which to develop academies within the industry sectors Utilize research on economic and workforce trends and needs to develop plan for CTE implementation Prescribed Intervention Courses Including: <ul style="list-style-type: none"> READ 180 System 44 Double Block English Double Block Math Double Block ELD Access to core for Special Education <ul style="list-style-type: none"> READ 180 Hardware and headphones / Student = \$1,235.00 X 10 = \$12,350.00 Structure All Freshman into Smaller Learning Communities – Share same ELA, Math, FS, Science teachers; Include options for all students in each SLC; e.g., IB, AVID, EL, SpEd, etc. Schedule 9th and 10th grade Physical Education by grade levels for skills and standards focus Schedule all Athletics 7th period | <p>Sub Total \$45,827.85 Tax/Shipping \$3,988.15 <u>\$3,638.39</u> Total \$53,454.39</p> <p>\$12,350.00</p> | <p>4200</p> <p>4405</p> |

SIG Form 5b–School Budget Narrative

School Budget Narrative

School Name: Norte Vista High School (2010-2011)

| Activity Description (See instructions) | Subtotal (For each activity) | Object Code |
|---|---------------------------------|----------------|
| Professional Development – All Staff | | |
| • DataWorks – Explicit Direct Instruction (2 days) | | |
| ○ Consultant 2 days @ \$4,500.00 /day = \$9,000.00 | \$9,000.00 | 5815 |
| ○ 90 certificated X 2 days @ \$350.00 /day = \$63,000.00 | \$63,000.00 | 5200 |
| • DataWorks – Lesson Planning and Feedback (2 days) | | |
| ○ Consultant 2 days @ \$3,500.00 /day = \$7,000.00 | \$7,000.00 | 5815 |
| ○ 90 certificated X 2 days @ \$350.00 /day = \$63,000.00 | \$63,000.00 | 5200 |
| • DataWorks – EDI Classroom Coaching (10 days) | | |
| ○ Consultant 10 days @ \$3,500.00 /day = \$35,000.00 | \$35,000.00 | 5815 |
| ○ 10 Subs at \$125.00 /day X 10 days = \$12,500.00 | \$12,500.00 | 1130 |
| • Data Teams – Analyzing Assessment Data - CST, Benchmarks, Common Assessments for placement and intervention (1 day) | | |
| ○ 90 certificated X 1 day @ \$350.00 /day = \$31,500.00 | \$31,500.00 | 5200 |
| • Utilizing EADMs and AERIES (1 day) | | |
| ○ 90 certificated X 1 day @ \$350.00 /day = \$31,500.00 | \$31,500.00 | 5200 |
| ○ Utilize in house Trainers or from EADMS contract | | |
| • Career Choices Curriculum / Developing a 10 year Plan (2 days) | | |
| ○ Two Day Career Choices Implementation Workshop @ 199.00 / person 90 @ \$199 = \$17,910.00 | \$17,910.00 | 5200 |
| ○ 90 certificated X 2 days @ \$350.00 /day = \$63,000.00 | \$63,000.00 | 5200 |
| • AVID Strategies Across the Curriculum (1 day) | | |
| ○ 90 certificated X 1 day @ \$350.00 /day = \$31,500.00 | \$31,500.00 | 5200 |
| • Positive Behavior Support / Response to Intervention (2 days) | | |
| ○ 90 certificated X 2 days @ \$350.00 /day = \$63,000.00 | \$63,000.00 | 5200 |
| ○ Trainers through RCOE contract | | |
| Professional Development – Sub Groups | | |
| • Why Try – counselors; classified campus supervisors; parents | | |
| ○ Conducted during contract day | | |
| ○ Parent workshops 4 hours @ \$40.00 X 10 days = \$1,600.00 | \$1,600.00 | 1120 |

SIG Form 5b–School Budget Narrative

School Budget Narrative

School Name: Norte Vista High School (2010-2011)

| Activity Description (See instructions) | Subtotal (For each activity) | Object Code |
|--|---------------------------------|----------------|
| Professional Development – Sub Groups <i>continued</i> | | |
| <ul style="list-style-type: none"> Professional Learning Communities – Leadership Team <ul style="list-style-type: none"> Additional Hourly @ \$40.00/hour or released time at \$125.00/day X 10 staff members X 5 days | \$1,650.00 | 1120 |
| <ul style="list-style-type: none"> DataWorks – Instructional Effectiveness – Administration, Leadership Team, Coaches, District TOSAs <ul style="list-style-type: none"> Consultant 1 day @ \$4,500.00 Released time 15 staff members @ \$125.00 /day = \$1,875.00 | \$4,500.00 | 5815 |
| | \$1,875.00 | 1130 |
| <ul style="list-style-type: none"> IB, AP, and AVID <ul style="list-style-type: none"> Trainings and Summer Institutes Estimated @ \$20,000.00 <ul style="list-style-type: none"> AVID @ \$882.00 / person IB @ \$1,553.00 / person AP @ \$640.00 / person | \$20,000.00 | 5200 |
| <ul style="list-style-type: none"> Technology – as it relates to hardware, SMART, and Academies <ul style="list-style-type: none"> Ongoing additional hourly @ \$40.00 /hour / teacher; estimated 50 teachers @ 5 hours each = \$10,000 | \$10,000.00 | 1120 |
| <ul style="list-style-type: none"> Begin Professional Development for Academy Teachers: Training for teachers for the six identified academies to be implemented in 2011-2012 <ul style="list-style-type: none"> Estimated 20 teachers released 2 days @ \$125.00 = \$5,000.00 | \$5,000.00 | 1130 |
| <ul style="list-style-type: none"> Review Ford PAS curriculum for applications to content courses and to guide selection of academies <ul style="list-style-type: none"> Estimated 20 teachers released 2 days @ \$125.00 = \$5,000.00 Utilize PLC time for Cognitive Planning for Creating Relevance | \$5,000.00 | 1130 |
| <ul style="list-style-type: none"> On Site Coaches – Follow up on all previous training with all departments in classrooms daily; Hire 3 coaches- ELA/reading, math, EL <ul style="list-style-type: none"> 3 FTE's @ 85,000 = \$255,000.00 | \$255,000.00 | 1900 |
| Assessment and Monitoring | | |
| <ul style="list-style-type: none"> During FS class, meet with each 9th grader to discuss results of CST and CELDT (if applicable) Utilize frequent common assessments in all subjects and quarterly benchmarks to determine academic progress toward mastering grade level standards (District funded) | | |

SIG Form 5b–School Budget Narrative

School Budget Narrative

School Name: Norte Vista High School (2010-2011)

| Activity Description (See instructions) | Subtotal (For each activity) | Object Code |
|---|--|---|
| <p>Assessment and Monitoring <i>continued</i></p> <ul style="list-style-type: none"> Administer Practice CAHSEE to all freshman while 10th graders are taking CAHSEE; Utilize results for intervention/acceleration block (District Funded) Administer PSAT to all 9th graders; identify strengths for AP/IB via the "AP Potential" analysis provided by College Board @ \$13.00 / student X 690 = \$8,970.00 Ensure every 11th grade student takes the EAP component of the CST <p>Creating Connections</p> <ul style="list-style-type: none"> Link crew Clubs that are relevant Community Liaison <ul style="list-style-type: none"> 8 Hrs / 12 months Wylie Center Counselor <ul style="list-style-type: none"> 5 days per week Parent Access to Aeries – Teacher Access from home PTA / PTO <p>Technology</p> <ul style="list-style-type: none"> SMART technology in ELA and Math <ul style="list-style-type: none"> \$3,849.00 per classroom installed X 40 classrooms = \$153,960.00 Laptops for all staff to access EADMS, AERIES, TeleParent, Parent emails, Grade books, etc. from work or home <ul style="list-style-type: none"> \$1,325.00 per notebook X 108 = \$143,100.00 Student Access to teachers, virtual high school, Destinations, Nova Net, and other options for credit <ul style="list-style-type: none"> Upgrade Library computers for access @ \$500.00 X 40 = \$20,000.00 | <p>\$8,970.00</p> <p>\$42,152.00</p> <p>\$32,267.00</p> <p>\$153,960.00</p> <p>\$143,100.00</p> <p>\$20,000.00</p> | <p>4300</p> <p>5815</p> <p>5815</p> <p>4405</p> <p>4405</p> <p>4405</p> |
| Indirect Cost @ 3.83% | \$69,177.05 | 7310 |
| Total for 2010-2011 | \$1,875,615.44 | |

SIG Form 5b–School Budget Narrative

School Budget Narrative

School Name: Norte Vista High School (2011-2012)

| Activity Description (See instructions) | Subtotal (For each activity) | Object Code |
|--|--|---|
| <ul style="list-style-type: none"> Continue to Observe and Coach for implementation of Effective Turnaround Practices and implementation of Professional Development Develop total staff bonus for meeting achievement targets for year <ul style="list-style-type: none"> All students and all subgroups meet achievement target : <ul style="list-style-type: none"> Certificated Staff - (108) \$2,500.00 Classified Staff - (56) \$1,000.00 Develop Non Monetary Incentives for staff <ul style="list-style-type: none"> Ensure staff are skipped for layoffs Flexible work hours/days Professional Development Opportunities Implement Plan for Differentiated Compensation – Pilot for District <ul style="list-style-type: none"> Work with RCOE to apply for Teacher Incentive Funding during 10-11 to develop and implement performance-based compensation systems for teachers beginning in 2011-2012 | <p>\$270,000.00</p> <p>\$56,000.00</p> | <p>1900</p> <p>2900</p> |
| <p>Extended Day</p> <ul style="list-style-type: none"> Continue Extended Instructional Minutes 7th period Available for All Students <ul style="list-style-type: none"> 20 additional period buybacks @ \$14,000.00 Analyze, Evaluate and Revise Intervention/Acceleration block based on effectiveness Analyze Use of 7th period for extended day- expand if needed Continue structured collaboration time | <p>\$280,000.00</p> | <p>1100</p> |
| <p>Restructure Master Schedule</p> <ul style="list-style-type: none"> Identify and Implement Career and Technical Education Academies for all 10th graders; Includes purchase of curriculum, equipment, materials for academies <ul style="list-style-type: none"> Tools/ Equipment for Auto Shop (See attached breakdown – Exhibit A) Supplies | <p>\$6,031.00</p> <p>\$17,052.64</p> <p>\$49,303.97</p> <p>\$20,000.00</p> | <p>4300</p> <p>4405</p> <p>6200</p> <p>4300</p> |

SIG Form 5b—School Budget Narrative

School Budget Narrative

School Name: Norte Vista High School (2011-2012)

| Activity Description (See instructions) | Subtotal (For each activity) | Object Code |
|---|---|---|
| Restructure Master Schedule <i>continued</i> | | |
| <ul style="list-style-type: none"> ○ Automotive 4 post Lift, installed ○ Dynapack 4000 two wheel drive dynamometer | <p>\$6,000.00</p> <p>\$68,000.00</p> | <p>6400</p> <p>6400</p> |
| Computers and Software for Engineering and Drafting | | |
| <ul style="list-style-type: none"> ○ Hardware and software @ \$2,000.00 per student X 30 = \$60,000.00 | \$60,000.00 | 4405 |
| <ul style="list-style-type: none"> • Industry Sectors Include <ul style="list-style-type: none"> ○ Agriculture and Natural Resources ○ Building Trades and Construction ○ Education, Child Development, and Family Services ○ Engineering and Design ○ Health Science and Medical Technology ○ Marketing, Sales, and Service ○ Transportation • Ensure pathways include options for all students including IB, AVID, EL, SpEd, etc. • Expand IB and AVID programs to be available to more students (See costs under PD component) • Evaluate, Revise and Continue Prescribed Intervention Courses within Academies <ul style="list-style-type: none"> ○ READ 180 Hardware and headphones / Student = \$1,235.00 X 10 = \$12,350.00 • Create an on site alternative class similar to opportunity for students who are entering high school with multiple F's or students who are severely credit deficient by the end of first semester <ul style="list-style-type: none"> ○ 2 FTE's @ \$85,000.00 = \$170,000.00 • Continue specialized PE and Athletic schedules | <p>\$12,350.00</p> <p>\$170,000.00</p> | <p>4405</p> <p>1100</p> |
| Professional Development – All Staff | | |
| <ul style="list-style-type: none"> • DataWorks – English Learners Workshop (2 days) <ul style="list-style-type: none"> ○ Consultant 2 days @ \$3,500.00 /day = \$7,000.00 ○ 90 certificated X 2 days @ \$350.00 /day = \$63,000.00 • DataWorks – English Learners Lesson Planning and Feedback (2 days) <ul style="list-style-type: none"> ○ Consultant 2 days @ \$3,500.00 /day = \$7,000.00 ○ 90 certificated X 2 days @ \$350.00 /day = \$63,000.00 | <p>\$7,000.00</p> <p>\$63,000.00</p> <p>\$7,000.00</p> <p>\$63,000.00</p> | <p>5815</p> <p>5200</p> <p>5815</p> <p>5200</p> |

SIG Form 5b–School Budget Narrative

School Budget Narrative

School Name: Norte Vista High School (2011-2012)

| Activity Description (See instructions) | Subtotal (For each activity) | Object Code |
|--|---------------------------------|----------------|
| Professional Development – All Staff <i>continued</i> | | |
| <ul style="list-style-type: none"> DataWorks – EDI Classroom Coaching (10 days) <ul style="list-style-type: none"> Consultant 10 days @ \$3,500.00 /day = \$35,000.00 10 Subs at \$125.00 /day X 10 days = \$12,500.00 | \$35,000.00 \$12,500.00 | 5815 1130 |
| <ul style="list-style-type: none"> Data Teams – Analyzing Assessment Data - CST, Benchmarks, Common Assessments for placement and intervention (1 day) <ul style="list-style-type: none"> 90 certificated X 1 day @ \$350.00 /day = \$31,500.00 | \$31,500.00 | 5200 |
| <ul style="list-style-type: none"> Utilizing EADMs and AERIES (1 day) <ul style="list-style-type: none"> 90 certificated X 1 day @ \$350.00 /day = \$31,500.00 | \$31,500.00 | 5200 |
| <ul style="list-style-type: none"> Career Choices Curriculum Follow Up (1 day) <ul style="list-style-type: none"> 90 certificated X 1 day @ \$350.00 /day = \$31,500.00 Career Choices Implementation Workshop @ \$99.00 /day X 90 = \$8,910.00 | \$31,500.00 \$8,910.00 | 5200 5200 |
| <ul style="list-style-type: none"> Step Up to Writing Strategies Across the Curriculum (1 day) <ul style="list-style-type: none"> 90 certificated X 1 day @ \$350.00 /day = \$31,500.00 | \$31,500.00 | 5200 |
| <ul style="list-style-type: none"> Positive Behavior Support / Response to Intervention Building Relationships (2 days) <ul style="list-style-type: none"> 90 certificated X 2 days @ \$350.00 /day = \$63,000.00 | \$63,000.00 | 5200 |
| Professional Development – Sub Groups | | |
| <ul style="list-style-type: none"> Why Try – counselors; classified campus supervisors; parents <ul style="list-style-type: none"> In House with categorical support | | |
| <ul style="list-style-type: none"> Professional Learning Communities – Leadership Team <ul style="list-style-type: none"> Additional Hourly @ \$40.00/hour or released time at \$125.00/day X 10 staff members X 5 days | \$1,650.00 | 1120 |
| <ul style="list-style-type: none"> DataWorks – Classroom Coaching – Administrators <ul style="list-style-type: none"> Consultant 1 day @ \$4,500.00 Released time 15 staff members @ \$125.00 /day = \$1,875.00 | \$4,500.00 \$1,875.00 | 5815 1130 |
| <ul style="list-style-type: none"> IB, AP, and AVID <ul style="list-style-type: none"> Trainings and Summer Institutes Estimated @ \$20,000.00 <ul style="list-style-type: none"> AVID @ \$882.00 / person IB @ \$1,553.00 / person AP @ \$640.00 / person | \$20,000.00 | 5200 |

SIG Form 5b–School Budget Narrative

School Budget Narrative

School Name: Norte Vista High School (2011-2012)

| Activity Description (See instructions) | Subtotal (For each activity) | Object Code |
|---|---------------------------------|----------------|
| Professional Development – All Staff <i>continued</i> | | |
| <ul style="list-style-type: none"> Technology – as it relates to hardware, SMART, and Academies <ul style="list-style-type: none"> Ongoing additional hourly @ \$40.00 /hour / teacher; estimated 50 teachers @ 5 hours each = \$10,000 | \$10,000.00 | 1120 |
| <p>Initial or ongoing Professional Development for Academy Teachers: Training for teachers for the six identified academies to be implemented beginning 2011.</p> <ul style="list-style-type: none"> Estimated 20 teachers released 2 days @ \$125.00 = \$5,000.00 | \$5,000.00 | 1130 |
| <p>On Site Coaches – Follow up on all previous training with all departments in classrooms daily</p> <ul style="list-style-type: none"> 3 FTE's @ 85,000 = \$255,000.00 | \$255,000.00 | 1900 |
| Assessment and Monitoring | | |
| <ul style="list-style-type: none"> Develop Common grading criteria based on mastery of standards (competency) Develop and Score schoolwide writing prompt based on CAHSEE rubric for grades 9 -10 and based on college entrance criteria for 11-12 Administer PSAT to all 9th graders; identify strengths for AP/IB via the "AP Potential" analysis provided by College Board @ \$13.00 / student X 690 = \$8,970.00 Monitor attendance and enrollment trends to measure impact of interventions Monitor behavior and grade data Identify and implement grade and other incentives for scoring Proficient or Advanced on state assessments | \$8,970.00 | 4300 |
| Creating Connections | | |
| <ul style="list-style-type: none"> Continue Community Liaison <ul style="list-style-type: none"> 8 Hrs / 12 months Continue Wylie Center Counselor <ul style="list-style-type: none"> 5 days per week | \$42,152.00 | 5815 |
| | \$32,267.00 | 5815 |

SIG Form 5b—School Budget Narrative**School Budget Narrative****School Name:** Norte Vista High School (2011-2012)

| Activity Description (See instructions) | Subtotal (For each activity) | Object Code |
|--|--|----------------|
| <ul style="list-style-type: none"> 8th – 9th transition program <ul style="list-style-type: none"> 12 days X 5 hrs/day X 10 teachers @ \$40.00 / hr = \$24,000.00 Extend club and/or 7th period opportunities for engagement Parent education opportunities | \$24,000.00 | 1120 |
| Technology | | |
| <ul style="list-style-type: none"> Computer Lab Access for Parents Identify and Implement Career and Technical Education Academies for all 10th graders; Includes purchase of curriculum, equipment, materials for academies Ongoing Materials for Freshman Seminar course <ul style="list-style-type: none"> Workbook/Portfolio (consumable) 690 @ \$9.95 = \$6,865.50 Lifestyle Math (consumable) 690 @ \$9.95 = \$6,865.50 The Teachers'Lounge / www.CareerChoices.com annual site license \$249.00 My10yearPlan.com Data Maintenance fee \$29.00 | Sub Total \$14,009.00 Tax/Shipping \$1,225.79 \$1,120.72 Total \$16,355.51 | 4200 |
| Indirect Cost @ 3.83% | \$72,805.12 | 7310 |
| Total for 2011-2012 | \$1,894,722.24 | |

School Budget Narrative**School Name:** Norte Vista High School (2012-2013)

| Activity Description (See instructions) | Subtotal (For each activity) | Object Code |
|--|---------------------------------|----------------|
| <ul style="list-style-type: none"> Track recruitment and retention of Staff hired in 2010 Implement Non Monetary Incentives for staff Monitor and refine differentiated compensation plan | | |

SIG Form 5b–School Budget Narrative**School Budget Narrative****School Name:** Norte Vista High School (2012-2013)

| Activity Description (See instructions) | Subtotal (For each activity) | Object Code |
|---|---|---|
| <p>Extended Day</p> <ul style="list-style-type: none"> Continue Extended Instructional Minutes <ul style="list-style-type: none"> 20 additional period buybacks @ \$14,000.00 Analyze, Evaluate and Revise Intervention/Acceleration block based on effectiveness Analyze Use of 7th period for extended day- expand if needed Continue structured collaboration time | \$280,000.00 | 1100 |
| <p>Restructure Master Schedule</p> <ul style="list-style-type: none"> Continue to expand Career and Technical Education Academies for all 11th and 12th graders; Includes purchase of curriculum, equipment, materials for academies <ul style="list-style-type: none"> Hardware, software, and supplies @ \$2,000.00 per student X 100 = \$200,000 Biotech Supplies <ul style="list-style-type: none"> Hardware and software @ \$2,000.00 per student X 30 = \$60,000 Early Childhood Education <ul style="list-style-type: none"> Child care center and playground -\$250,000.00 Identify Internships and industry based job experiences for 12th graders in each pathway to ensure that 100% of graduates leave high school with some work experience in a career setting <ul style="list-style-type: none"> One FTE to monitor and arrange @ \$75,000.00 Ensure pathways include options for all students including IB, AVID, EL, SpEd, etc. Revise and Continue Prescribed Intervention Courses within Academies Revise and continue on site alternative class <ul style="list-style-type: none"> 2 FTE's @ \$85,000.00 = \$170,000.00 Continue specialized PE and Athletic schedules Implement courses for 12th grade that allow high school students to earn college credit from RCC or to meet the English and Math prerequisites for college entrance and waive placement exams | <p>\$200,000.00</p> <p>\$60,000.00</p> <p>\$250,000.00</p> <p>\$75,000.00</p> <p>\$170,000.00</p> | <p>4405</p> <p>4405</p> <p>6400</p> <p>1100</p> <p>1100</p> |

SIG Form 5b—School Budget Narrative

School Budget Narrative

School Name: Norte Vista High School (2012-2013)

| Activity Description (See instructions) | Subtotal (For each activity) | Object Code |
|---|---------------------------------|----------------|
| Professional Development – All Staff | | |
| • Ford PAS Next Generation Learning <ul style="list-style-type: none"> ○ Transforming Teaching and Learning using the PAS Teaching Pillars <ul style="list-style-type: none"> ⇒ Academically rigorous and career relevant ⇒ Inquiry based ⇒ Project based ⇒ Real world ⇒ Performance based ⇒ Technology rich ○ Consultant 2 days @ \$3,500.00 /day = \$7,000.00 ○ 90 certificated X 2 days @ \$350.00 /day = \$63,000.00 | \$7,000.00 \$63,000.00 | 5815 5200 |
| • Initial or ongoing Professional Development for Academy Teachers: Training for teachers for the six identified academies that were implemented beginning 2011. Ford PAS Next Generation Learning <ul style="list-style-type: none"> ○ Transforming Teaching and Learning using the PAS Learning Pillars <ul style="list-style-type: none"> ⇒ Flexibility in applying academic knowledge and skills ⇒ Problem solving ⇒ Critical thinking ⇒ Teamwork ⇒ Communication ⇒ Creativity and innovation ⇒ Global awareness ○ Consultant 2 days @ \$3,500.00 /day = \$7,000.00 ○ 90 certificated X 2 days @ \$350.00 /day = \$63,000.00 | \$7,000.00 \$63,000.00 | 5815 5200 |
| • One Week Academy to refine and reinforce strategies learned during previous professional development; Analyze data for 2012-2013 school year <ul style="list-style-type: none"> ○ 90 certificated X 5 days @ \$350.00 /day = \$157,500.00 | \$157,500.00 | 5200 |
| • Capturing Kids' Hearts <ul style="list-style-type: none"> ○ Consultant 2 days @ \$2,500.00 /day = \$5,000.00 ○ 90 certificated X 2 days @ \$350.00 /day = \$63,000.00 | \$5,000.00 \$63,000.00 | 5815 5200 |
| • On Site Coaches – Follow up on all previous training with all departments in classrooms daily <ul style="list-style-type: none"> ○ 3 FTE's @ 85,000 = \$255,000.00 | \$255,000.00 | 1100 |

SIG Form 5b—School Budget Narrative

School Budget Narrative

School Name: Norte Vista High School (2012-2013)

| Activity Description (See instructions) | Subtotal (For each activity) | Object Code |
|---|--|----------------------|
| Assessment and Monitoring <ul style="list-style-type: none"> Administer PSAT to all 9th graders; identify strengths for AP/IB via the “AP Potential” analysis provided by College Board @ \$13.00 / student X 690 = \$8,970.00 Implement Standards based grading and monitor impact on course credit achievement and assessment results | \$8,970.00 | 4300 |
| Creating Connections <ul style="list-style-type: none"> Continue Community Liaison <ul style="list-style-type: none"> 8 Hrs / 12 months Continue Wylie Center Counselor <ul style="list-style-type: none"> 5 days per week 8th – 9th transition program 12 days X 5 hrs/day X 10 teachers @ 40.00 / hr = \$24,000.00 Extend club and/or 7th period opportunities for engagement Parent education opportunities | \$42,152.00 \$32,267.00 \$24,000.00 | 5815 5815 1120 |
| Technology / Materials / Equipment <ul style="list-style-type: none"> Continue to expand Career and Technical Education Academies for all 11th and 12th graders; Includes purchase of curriculum, equipment, materials for academies Ongoing Materials for Freshman Seminar course <ul style="list-style-type: none"> Workbook/Portfolio (consumable) 690 @ \$9.95 = \$6,865.50 Lifestyle Math (consumable) 690 @ \$9.95 = \$6,865.50 The Teachers’ Lounge / www.CareerChoices.com annual site’ license \$249.00 My10yearPlan.com Data Maintenance fee \$29.00 | Sub Total \$14,009.00 Tax/Shipping \$1,225.79 \$1,120.72 Total \$16,355.51 | 4200 |
| Indirect Cost @ 3.83% | \$68,145.10 | 7310 |
| Total for 2012-2013 | \$1,847,389.61 | |

Auto Technology Set-up

Exhibit A

| Vendor | Item Number | Description | Quantity | Price | |
|-------------------------------|-------------|--|----------|-----------|-------|
| Alpha-Omega Enterprises, Inc. | DSP600 | DSP600 Sensors | 1 | 10,171.00 | |
| | S811-17 | Aligner w/economy cabinet & 17" UVGA Monitor | 1 | 8,200.00 | |
| | L421-43-S | 4 Post, Open Front 14,000 lb capacity 3 hp air jacks | 1 | 16,868.00 | |
| | DSP9222DD | Auto Double Dataset Arms | 1 | 3,307.50 | |
| | GSP92228 | Computerized LCD Wheel Balancer | 1 | 4,407.00 | |
| | 20-1626-1 | 7 Cone Low Taper Mounting Kit | 1 | 208.50 | |
| | 20-1167-1 | Basic-Standard Taper Cone Mounting Kit | 1 | 127.00 | |
| | 20-1207-1 | Large Truck Kit | 2 | 92.00 | |
| | | | | | |
| Smarthome | 77309A | EV804 DVR 8-Camera Pro Package Securty System | 1 | 2,699.99 | |
| | | | | | |
| Miller Equipment Co. | 238866 | Graco Roll around oil drain | 1 | 481.50 | |
| | | | | | |
| Dell Marketing | | Student PC | 10 | 13,408.68 | |
| | | Standard PC | 1 | 1,469.00 | |
| | | | | | |
| Sehi Computers | Q5402A | LaserJet Printer | 1 | 1,421.96 | |
| | | | | | |
| Troxell | | Projector | 1 | 753.00 | |
| | | | | | |
| Office Depot | | Misc. desks, chairs, tables, cabinets | | 6,031.00 | |
| | | | | | |
| Matco Tools | BX6X | 3/8 DR X 6 IN EXTENSION | 8 | 82.56 | TOTAL |
| | SBD26PTB | SPARK PLUG 2 PC SOCKET SET | 8 | 192.4 | TOTAL |
| | FG44 | EZ-GRIP RAMP GAUGE W/PKT CLIP | 8 | 22.16 | TOTAL |
| | RSD01C | MAGNTC RATCHING SCRDRIVR | 8 | 247.12 | TOTAL |
| | CT60K | COMPRESSION TESTING SET | 4 | 209.56 | TOTAL |
| | MTL4182 | INDUCTIVE TIMING LIGHT | 2 | 218.34 | TOTAL |
| | MV4000 | MITYVAC SILVERLINE KIT | 1 | 55.3 | |
| | MD2202 | DIGITAL MULTIMETER | 8 | 390.08 | TOTAL |
| | MD113A | CIRCUIT TESTER W/5FT CORD | 8 | 92 | TOTAL |
| | MC2200 | 12 VOLT WHEEL CHARGER | 2 | 363.92 | TOTAL |
| | MC10M2 | 10MM COMBO WRENCH | 8 | 80.8 | TOTAL |
| | MC162 | 1/2 IN SHORT COMBO WRENCH | 8 | 82.96 | TOTAL |
| | MD4370 | 130 AMP BATTERY LOAD TESTER | 4 | 115.12 | TOTAL |
| | BR | BATTERY TOOL | 4 | 16.88 | TOTAL |

| | | | | | |
|-----------|--------------|---|---|----------|-------|
| | OTC3131AGM | ELECTRICAL SYSTEM TESTER W/CART | 1 | 2,141.75 | |
| | MGJ35A | THE BEAST JACK | 2 | 327.54 | TOTAL |
| | LJ25600 | 60 GALLON SAFETY STORAGE CABINET | 1 | 671.25 | |
| | MSC4TBK | HD SERVICE CART | 4 | 1,638.00 | TOTAL |
| | CDP246A | 1/2 X 3/4 DP MP 6PT SKT | 8 | 79.28 | TOTAL |
| | CDP266A | 1/2 X 13/16 DP MP 6PT SKT | 8 | 82.96 | TOTAL |
| | CX3 | 1/2 X 3 EXTENSION | 8 | 83.56 | TOTAL |
| | TG920 | TIRE GUAGE | 8 | 29.92 | TOTAL |
| | C24FC | FLEX HANDLE | 8 | 351.52 | TOTAL |
| | T104A | 4-WAY TIRE VALVE TOOL | 8 | 14 | TOTAL |
| | SCC3 | ANTI-FREEZE HYDROMETER | 8 | 57.44 | TOTAL |
| | RPT100C | COOLING SYSTEM TESTER KIT | 4 | 255.4 | TOTAL |
| | MST85 | RADIATOR HOSE PLIERS | 8 | 87.75 | TOTAL |
| | RSD01C | MAGNETIC RATCHING SCRDRIVER | 8 | 247.12 | TOTAL |
| | B10FA | 3/8 X 10 IN FLEX HANDLE | 2 | 44 | TOTAL |
| | C24FC | 1/2 X 24 FLEX HANDLE | 2 | 87.88 | TOTAL |
| | SBM126TA | 3/8 12PC MM6PT SKT SET | 2 | 118.04 | TOTAL |
| | BR8T | 3/8 X 8 TEARDROP RATCHER | 8 | 252.88 | TOTAL |
| | | | | | |
| Star Auto | 1RC2545K10FP | 10 HP 350PM @ 175 PSI 120 GAL TANK AIR COMP | 1 | 3,795.00 | |
| | 1RTC32305898 | COMPRESSOR START UP KIT | 1 | 100 | |
| | 6065A | TIRE MACHINE | 1 | 5,999.99 | |
| | | | | | |
| ALLDATA | | ALLDATA LICENSE | 1 | 975.00 | |

***BUILDING WIRING/EXPENSES NOT INCLUDED IN THESE TOTALS.**

Object of Expenditure Codes

School districts and county superintendents of schools are required to report expenditures in accordance with the object classification plan in the California School Accounting Manual. The use of these object codes will facilitate the preparation of budgets and the various financial reports requested by federal, state, county, and local agencies. The California School Accounting Manual is available from the CDE Publication Sales (call 1-800-995-4099).

1000–1999 Certificated Personnel Salaries

- 1100 Certificated Teachers' Salaries
- 1200 Certificated Pupil Support Salaries
- 1300 Certificated Supervisors' and Administrators' Salaries
- 1900 Other Certificated Salaries

2000–2999 Classified Personnel Salaries

- 2100 Classified Instructional Salaries
- 2200 Classified Support Salaries
- 2300 Classified Supervisors' and Administrators' Salaries
- 2400 Clerical, Technical, and Office Staff Salaries
- 2900 Other Classified Salaries

3000–3999 Employee Benefits

- 3101 State Teachers' Retirement System, certificated positions
- 3102 State Teachers' Retirement System, classified positions
- 3201 Public Employees' Retirement System, certificated positions
- 3202 Public Employees' Retirement System, classified positions
- 3301 OASDI/Medicare/Alternative, certificated positions
- 3302 OASDI/Medicare/Alternative, classified positions
- 3401 Health and Welfare Benefits, certificated positions
- 3402 Health and Welfare Benefits, classified positions
- 3501 State Unemployment Insurance, certificated positions
- 3502 State Unemployment Insurance, classified positions
- 3601 Workers' Compensation Insurance, certificated positions
- 3602 Workers' Compensation Insurance, classified positions
- 3701 OPEB, Allocated, certificated positions
- 3702 OPEB, Allocated, classified positions
- 3751 OPEB, Active Employees, certificated positions
- 3752 OPEB, Active Employees, classified positions
- 3801 PERS Reduction, certificated positions
- 3802 PERS Reduction, classified positions
- 3901 Other Benefits, certificated positions
- 3902 Other Benefits, classified positions

4000–4999 Books and Supplies

- 4100 Approved Textbooks and Core Curricula Materials
- 4200 Books and Other Reference Materials
- 4300 Materials and Supplies
- 4400 Noncapitalized Equipment
- 4700 Food

5000–5999 Services and Other Operating Expenditures

- 5100 Subagreements for Services
- 5200 Travel and Conferences
- 5300 Dues and Memberships
- 5400 Insurance

5000–5999 Services and Other

5500 Operations and Housekeeping Services
5600 Rentals, Leases, Repairs, and Noncapitalized Improvements
5700–5799 Transfers of Direct Costs
5710 Transfers of Direct Costs
5750 Transfers of Direct Costs—Interfund
5800 Professional/Consulting Services and Operating Expenditures
5900 Communications

6000–6999 Capital Outlay

6100 Land
6170 Land Improvements
6200 Buildings and Improvements of Buildings
6300 Books and Media for New School Libraries or Major Expansion of School Libraries
6400 Equipment
6500 Equipment Replacement
6900 Depreciation Expense (for proprietary and fiduciary funds only)

7000–7499 Other Outgo

7100–7199 Tuition

7110 Tuition for Instruction Under Interdistrict Attendance Agreements
7130 State Special Schools
7141 Other Tuition, Excess Costs, and/or Deficit Payments to Districts or Charter Schools
7142 Other Tuition, Excess Costs, and/or Deficit Payments to County Offices
7143 Other Tuition, Excess Costs, and/or Deficit Payments to JPAs

7200–7299 Interagency Transfers Out

7211 Transfers of Pass-Through Revenues to Districts or Charter Schools
7212 Transfers of Pass-Through Revenues to County Offices
7213 Transfers of Pass-Through Revenues to JPAs
7221 Transfers of Apportionments to Districts or Charter Schools
7222 Transfers of Apportionments to County Offices
7223 Transfers of Apportionments to JPAs
7281 All Other Transfers to Districts or Charter Schools
7282 All Other Transfers to County Offices
7283 All Other Transfers to JPAs
7299 All Other Transfers Out to All Others

7300–7399 Transfers of Indirect Costs (Effective 2008-09)

7310 Transfers of Indirect Costs 7350 Transfers of Indirect Costs—Interfund
7370 Transfers of Direct Support Costs (Valid through 2007-08)
7380 Transfers of Direct Support Costs—Interfund (Valid through 2007-08)

7430–7439 Debt Service

7432 State School Building Repayments
7433 Bond Redemptions
7434 Bond Interest and Other Service Charges
7435 Repayment of State School Building Fund Aid—Proceeds from Bonds
7436 Payments to Original District for Acquisition of Property
7438 Debt Service—Interest
7439 Other Debt Service—Principal

SIG Form 6–General Assurances and Certifications

General Assurances (Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at <http://www.cde.ca.gov/fg/fo/fm/>. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from <http://www.cde.ca.gov/fg/fo/fm/>, and obtain the necessary signatures and include the original forms with your application submission.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - Establishing an on-going drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace
 - The grantee's policy of maintaining a drug-free workplace
 - Any available drug counseling, rehabilitation, and employee assistance programs
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - Abide by the terms of the statement
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Norte Vista High School

6585 Crest Avenue

Riverside, CA 92503

Check ☐ if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Alvord Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Wendel W. Tucker, Ph.D., Superintendent of Schools

Signature: Wendel W. Tucker Date: 5-25-10

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Wednesday, May 05, 2010

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying." (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Alvord Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Wendel W. Tucker, Ph.D., Superintendent of Schools

Signature: Wendel W. Tucker Date: 5-25-10

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Tuesday, February 24, 2009

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion—lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Alvord Unified School District

Name of Program: School Improvement Grant

Printed Name and Title of Authorized Representative: Wendel W. Tucker, Ph.D., Superintendent of Schools

Signature: Wendel W. Tucker Date: 5-25-10

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Tuesday, February 24, 2009

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

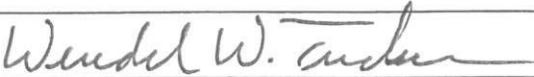
1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

| | |
|-----------------------------------|--|
| Agency Name: | Alvord Unified School District |
| Authorized Executive: | Wendel W. Tucker, Ph.D., Superintendent |
| Signature of Authorized Executive |  |

SIG Form 8—Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 9—Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

| SCHOOL NAME | CDS Code | NCES Code | TIER I | TIER II | TIER III | INTERVENTION (TIER I AND II ONLY) | | | | WAIVER(S) TO BE IMPLEMENTED | | PROJECTED COST |
|-------------------------|------------------|--------------|--------|---------|----------|--------------------------------------|---------|---------|----------------|-----------------------------|---------------|----------------|
| | | | | | | Turnaround | Restart | Closure | Transformation | Start Over | Implement SWP | |
| Norte Vista High School | 33-66977-3334299 | 060243000137 | | X | | X | | | | | | \$5,617,727.29 |
| | | | | | | | | | | | | |
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SIG Form 10—Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Norte Vista High School

Tier: I or II (circle one)

Intervention Model: ☒ Turnaround ☐ Restart ☐ Closure ☐ Transformation

Total FTE required: 0 LEA 11 School 1 Other

| Required Component Acronym | Services & Activities | Timeline | Projected Costs | | Resources | Oversight |
|----------------------------|--|----------------------|-----------------|-----|--|--|
| | | | School | LEA | | |
| RP | Replace principal and 50% of Staff | June 1, 2010 | | | Human Resources Staff Time | Craig Wells, Asst. Supt. HR; Dorman Campbell, Director, HR |
| SS | Utilize Behavior Event Interview (BEI) Process with Focus Competencies based on Data Analysis / Needs Assessment | May 3 – June 1, 2010 | | | Human Resources Staff Time; Secondary Principal Time | Craig Wells, Asst. Supt. HR; Susan Boyd, Principal, NVHS; All Secondary Principals |
| GS | Identify Asst. Supt. ISS as Turnaround leader | April, 2010 | | | Assistant Superintendent/ ISS Staff Time | Wendel Tucker, Supt.; Board of Education; Diana Asseier, Asst. Supt. ISS |
| RPR | Develop Plan for Differentiated Compensation and other incentives | 2010-2011 | \$1,650.00 | | Title II HQT; \$1,250.00 Substitute Time | Craig Wells, Asst. Supt. HR; Diana Asseier, Asst. Supt. |

| | | | | | | |
|----------|--|-----------|--------------|--|---|---|
| | | | | | | ISS; Susan Boyd, Principal, NVHS |
| RPR | Develop total staff bonus for meeting achievement targets for year | 2010-2011 | \$326,000.00 | | Negotiations; problem solving meetings with associations | Craig Wells, Asst. Supt. HR; Diana Asseier, Asst. Supt. ISS |
| ILT | Extended Day: No snack break or SSR | 2010-2011 | | | New bell schedule; increased instructional minutes audit results | Susan Boyd, Principal, NVHS; Head Counselor |
| ILT | Provide two lunches- allow time for tutoring | 2010-2011 | | | Revise bell schedule; Food Services staffing | Susan Boyd, Principal NVHS; Lisa Harris, Director, Child Nutrition Services |
| ILT | Built in Intervention/Acceleration Block for All Students | 2010-2011 | | | New bell schedule; increased instructional minutes audit results | Susan Boyd, Principal NVHS; Head Counselor; Assistant Principals |
| ITL | 7 th period Available for All Students | 2010-2011 | \$280,000.00 | | Revise Master schedule to include freshman seminar for all 9 th graders; athletics 7 th period; 5 FTE's as buy back periods | Craig Wells, Asst. Supt. HR; Susan Boyd, Principal, NVHS; Diana Asseier, Asst. Supt. ISS |
| PD SD | Late Start Wednesday – Structured Collaboration Time for Staff | 2010-2011 | | | Board Approval ongoing schedule revision; RCOE Contract for PLC support | Susan Boyd, Principal NVHS; Diana Asseier, Asst. Supt. ISS; Pat Chandler, DAIT Consultant |

| | | | | | | |
|----|--|-----------|-------------|--|---|--|
| IP | Restructure Master Schedule Freshman Seminar (FS) Curriculum for All Freshman focusing on Career Choices, Career and Interest Inventories for Placement in CTE Academies beginning in 10 th grade ; Course include AVID strategies for All Students | 2010-2011 | \$53,454.39 | | Academic Innovations; RCOE Educational Services Division for AVID and CTE support | Susan Boyd, Principal, NVHS; Head Counselor; Diana Asseier, Asst. Supt. ISS; Nancy Pavelski, Riv. Co. Office of Ed. |
| IP | Utilize Info to Identify CTE Academies for implementation in 2011-2012 | 2010-2011 | | | City of Riverside Strategic Plan; Workforce Development Board; Riverside Chamber of Commerce Business/Education Partnership | Diana Asseier, Asst. Supt. ISS; Bill Behrens, Director, Secondary Education; Santos Campos, Director, High School Develop. |
| IP | Develop Contextual Themes from which to develop academies within the industry sectors | 2010-2011 | | | RCC/ RCOE/ UCR partners based on data | Diana Asseier, Asst. Supt. ISS; Susan Boyd, Principal, NVHS; Santos Campos, Director, High School Develop. |
| IP | Utilize research on economic and workforce trends and needs to develop plan for CTE implementation | 2010-2011 | | | City of Riverside Strategic Plan; Workforce Development Board; Riverside Chamber of Commerce Business/Education Partnership | Diana Asseier, Asst. Supt. Instructional Support Services; Santos Campos, Director, High School Develop. |

| | | | | | | |
|----------------|--|-----------|-------------|--|--|---|
| | | | | | RCC/ RCOE/ UCR partners based on data | |
| SD IP | Prescribed Intervention Courses Including: READ 180, System 44, Double Block English, Double Block Math, Double Block ELD, Access to core for, Special Education | 2010-2011 | \$12,350.00 | | Grant provides hardware to expand program; Software and staffing provided by EIA/LEP; EIA/SCE | Gina Simpson, Director, Assessment and Accountability; Joi Huben, Coordinator, Federal and State Programs |
| PD IP SD | Structure All Freshman into Smaller Learning Communities – Share same ELA, Math, FS, Science teachers; Teachers share common prep period. Include options for all students in each SLC; e.g., IB, AVID, EL, SpEd, etc. | 2010-2011 | | | Restructure master schedule and move staff room assignments; HR with master schedule and staffing; M&O with moving classrooms to create proximity; | Susan Boyd, Principal, NVHS; Head Counselor and Department Chairs; Director, Maintenance and Operations |
| SD | Schedule 9 th and 10 th grade Physical Education by grade levels for skills and standards focus | 2010-2011 | | | Restructure Master Schedule | Susan Boyd, Principal, NVHS; Head Counselor |
| IP | Schedule all Athletics 7 th period | 2010-2011 | | | Restructure Master Schedule | Susan Boyd, Principal, NVHS; Head Counselor |
| PD | DataWorks – Explicit Direct Instruction (2 days) | 2010-2011 | \$72,000.00 | | DataWorks Consultant agreement | Gina Simpson, Director Assessment and Accountability Susan Boyd, Principal NVHS |

| | | | | | | |
|----------|---|-----------|-------------|--|---|---|
| PD | DataWorks – Lesson Planning and Feedback (2 days) | 2010-2011 | \$70,000.00 | | DataWorks Consultant agreement | Gina Simpson, Director Assessment and Accountability; Susan Boyd, Principal, NVHS |
| PD | DataWorks – EDI Classroom Coaching (10 days) | 2010-2011 | \$47,500.00 | | DataWorks Consultant agreement | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal, NVHS; District Coaches/Teachers on Special Assignment |
| PD | Professional Learning Communities- Establishing our Turnaround Team (2 days) | 2010-2011 | | | RCOE contract for PLC support; \$25,000.00 Title II | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal, NVHS; Pat Chandler, DAIT Consultant |
| SD PD | Data Teams – Analyzing Assessment Data - CST, Benchmarks, Common Assessments for placement and intervention (1 day) | 2010-2011 | \$31,500.00 | | Staff Trainers/ Facilitators; RCOE consultants via DAIT contract @ \$165,000.00 Title I | Diana Asseier, ASISS Gina Simpson, Director Assessment and Accountability Susan Boyd, Principal NVHS |

| | | | | | | |
|-----------|---|-----------|-------------|--|---|---|
| SD PD | Utilizing EADMs and AERIES (1 day) | 2010-2011 | \$31,500.00 | | Staff Trainers/ Facilitators; EADMS / AERIES consultants | Diana Asseier, Asst. Supt. ISS; Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal, NVHS |
| IP PD | Career Choices Curriculum / Developing a 10 year Plan (2 days) | 2010-2011 | \$80,910.00 | | Academic Innovations | Susan Boyd, Principal, NVHS; Diana Asseier, Asst. Supt. ISS |
| IP PD | AVID Strategies Across the Curriculum (1 day) | 2010-2011 | \$31,500.00 | | Staff Trainers/ Facilitators; RCOE consultants | Susan Boyd, Principal, NVHS; Diana Asseier, Asst. Supt. ISS |
| SD PD | Positive Behavior Support / Response to Intervention (2 days) Professional Development – Sub Groups | 2010-2011 | \$63,000.00 | | Staff Trainers/ Facilitators; RCOE consultants | Pete Gennaro, Director, SpEd; Susan Boyd, Principal, NVHS; Joyce Malle, Coordinator, SpEd |
| SCO PD | Why Try – counselors; classified campus supervisors; parents | 2010-2011 | \$1,600.00 | | Staff Trainers/ Facilitators; RCOE consultants | Sheri Landrum, Director, Student Services; Susan Boyd, Principal, NVHS; |
| SD PD | Professional Learning Communities – Leadership Team | 2010-2011 | \$1,650.00 | | RCOE contract for PLC support; \$25,000.00 Title II | Susan Boyd, Principal NVHS; Pat Chandler, DAIT Consultant |
| RP PD | DataWorks – Instructional Effectiveness – Administration, Leadership Team, Coaches, District TOSAs | 2010-2011 | \$6,375.00 | | DataWorks Consultant agreement | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, |

| | | | | | | |
|----------|--|-----------|--------------|--|--|--|
| | | | | | | Principal, NVHS; Diana Asseier, Asst. Supt. ISS |
| IP | IB, AP, and AVID | 2010-2011 | \$20,000.00 | | Additional district support –Title II | Susan Boyd, Principal, NVHS' AVID Coordinator; IB Coordinator |
| IP | Technology – as it relates to hardware, SMART, and Academies | 2010-2011 | \$10,000.00 | | Instructional Technology (IT) Department – install and maintain | Steve Marx; Director, IT; Susan Boyd, Principal, NVHS |
| IP PD | Begin Professional Development for Academy Teachers: Training for teachers for the six identified academies to be implemented in 2011- 2012 | 2010-2011 | \$10,000.00 | | RCOE Educational Services Division for CTE support | Susan Boyd, Principal, NVHS Bill Behrens, Director, Secondary Education; Santos Campos, Director, High School Develop.; Nancy Pavelski, Riv. Co. Office of Ed. |
| SD IP | On Site Coaches – Follow up on all previous training with all departments in classrooms daily; Hire 3 coaches- ELA/reading, math, EL | 2010-2011 | \$255,000.00 | | TOSAs, District coaches meetings and trainings Title II | Susan Boyd, Principal, NVHS; Joi Huben, Coordinator, Federal and State Programs; Cynthia Woods, Director, Elementary Education; Bill Behrens, Director, Secondary Education |

| | | | | | | |
|----------|--|-----------|------------|--|--|---|
| SD | During FS class, meet with each 9 th grader to discuss results of CST and CELDT (if applicable) | 2010-2011 | | | CELDT results by student by class provided by Special Projects | Susan Boyd, Principal NVHS Teachers, Director ELL |
| SD | Utilize frequent common assessments in all subjects and quarterly benchmarks to determine academic progress toward mastering grade level standards | 2010-2011 | | | Data Teams training; Access to EADMs/ AERIES; site scanning software and hardware, INSPECT data base | Susan Boyd, Principal, NVHS; Gina Simpson, Director, Assessment and Accountability |
| SD | Administer Practice CAHSEE to all freshman while 10 th graders are taking CAHSEE; Utilize results for intervention/acceleration block | 2010-2011 | | | Data Teams training; Access to EADMs/ AERIES; site scanning software and hardware, INSPECT data base | Susan Boyd, Principal, NVHS; Teachers; Gina Simpson, Director, Assessment and Accountability |
| SD IP | Administer PSAT to all 9 th graders; identify strengths for AP/IB via the "AP Potential" analysis provided by College Board | 2010-2011 | \$8,970.00 | | College Board resources- AP Potential | Susan Boyd, Principal, NVHS; Teachers; Site Testing Coordinator; Diana Asseier, Asst. Supt. ISS |
| SD IP | Ensure every 11 th grade student takes the EAP component of the CST | 2010-2011 | | | STAR | Susan Boyd, Principal, NVHS; Teachers; Site Testing Coordinator; Diana Asseier, Asst. Supt. ISS |

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| SCO | Creating Connections Link crew | 2010-2011 | | | ASB resources and training | Activities Director; Susan Boyd, Principal, NVHS; Assistant Principals |
| SCO | Clubs that are relevant | 2010-2011 | | | ASB resources and training | Activities Director; Susan Boyd, Principal, NVHS; Assistant Principals |
| SCO | Community Liaison | 2010-2011 | \$42,152.00 | | HR staff time; EL Services staff time | Dorman Campbell, Director, HR; Susan Boyd Principal, NVHS |
| SCO | Wylie Center Counselor | 2010-2011 | \$32,267.00 | | Staff assistance | Sheri Landrum, Director, Student Services; Susan Boyd Principal, NVHS |
| SCO | Parent Access to Aeries – Teacher Access from home | 2010-2011 | | | District AERIES contract | Gina Simpson, Director, Assessment and Accountability |
| SCO | PTA / PTO | 2010-2011 | | | | Susan Boyd Principal NVHS |
| IP RPR | Technology / Materials / Equipment SMART technology in ELA and Math | 2010-2011 | \$153,960.00 | | IT staff; installation and maintenance | Steve Marx, Director, IT; Susan Boyd, Principal, NVHS; Bill Behrens, Director, Secondary Education |
| RPR SD | Laptops for all staff to access EADMS, AERIES, TeleParent, Parent emails, Grade books, etc. from work or home | 2010-2011 | \$143,100.00 | | IT staff; installation and maintenance | Steve Marx, Director, IT; Susan Boyd, Principal, NVHS; Gina Simpson, Director, Assessment and Accountability |

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| IP | Student Access to teachers, virtual high school, Destinations, Nova Net, and other options for credit | 2010-2011 | \$20,000.00 | | IT staff; installation and maintenance; District purchase of Nova Net licenses ongoing | Steve Marx, Director, IT; Susan Boyd, Principal, NVHS; Bill Behrens, Director, Secondary Education |
| RP RPR | Continue to Observe and Coach for implementation of Effective Turnaround Practices and implementation of Professional Development | 2011-2012 | | | ISS staff walk throughs; accountability plan expectations | Susan Boyd, Principal, NVHS; ISS Directors; Diana Asseier, Asst. Supt. ISS |
| RPR | Continue Staff Bonuses | 2011-2012 | \$326,000.00 | | Negotiations; problem solving meetings with associations | Craig Wells, Asst. Supt. HR; Diana Asseier, Asst. Supt. ISS |
| RPR | Develop Non Monetary Incentives for staff | 2011-2012 | | | Negotiations; problem solving meetings with associations; staff meetings | Craig Wells, Asst. Supt. HR; Susan Boyd, Principal, NVHS; Teachers; Diana Asseier, Asst. Supt. ISS |
| RPR | Implement Plan for Differentiated Compensation – Pilot for District | 2011-2012 | | | Negotiations; problem solving meetings with associations | Craig Wells, Asst. Supt. HR; AEA President; Diana Asseier, Asst. Supt. ISS |
| ILT | Extended Day: Continue Extended Instructional Minutes | 2011-2012 | | | Master and Bell Schedules | Susan Boyd, Principal, NVHS; Head Counselor |
| ILT SD IP | Analyze, Evaluate and Revise Intervention/Acceleration block based on effectiveness | 2011-2012 | | | Data analysis resources from A&A division | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal, NVHS; All |

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| ILT SD IP | Analyze Use of 7 th period for extended day- expand if needed | 2011-2012 | \$280,000.00 | | Data analysis resources from A&A division | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal NVHS; Counselors; Teachers |
| SD PD | Continue structured collaboration time | 2011-2012 | | | Board Approval ongoing schedule revision; RCOE Contract for PLC support | Susan Boyd, Principal NVHS Diana Asseier, Asst. Supt. ISS |
| IP | Restructure Master Schedule Identify and Implement Career and Technical Education Academies for all 10 th graders; Includes purchase of curriculum, equipment, materials for academies | 2011-2012 | \$226,386.97 | | Purchasing; RCOE CTE division; Curriculum committee | Susan Boyd, Principal, NVHS Diana Asseier, Asst. Supt. ISS; Bill Behrens, Director, Secondary Education; Santos Campos, Director, High School Develop. |
| IP | Industry Sectors Include: Agriculture and Natural Resources; Building Trades and Construction; Education, Child Development, and Family Services; Engineering and Design; Health Science and Medical Technology; Marketing, Sales, and Service; Transportation; Emphasis on Energy and clean technologies and health occupations | 2011-2012 | | | | Santos Campos, Director, High School Develop. |

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| IP SD | Ensure pathways include options for all students including IB, AVID, EL, SpEd, etc. | 2011-2012 | | | Master Schedule analysis | Susan Boyd, Principal, NVHS; Counselors; Coordinators; Department Chairs |
| IP SD | Expand IB and AVID programs to be available to more students | 2011-2012 | | | Analysis of PSAT and AP potential results; other relevant data analysis | Susan Boyd, Principal, NVHS; Counselors; Coordinators; Department Chairs |
| SD IP | Evaluate, Revise and Continue Prescribed Intervention Courses within Academies | 2011-2012 | \$12,350.00 | | Master Schedule analysis | Susan Boyd, Principal, NVHS; Counselors; Coordinators; Department Chairs |
| IP SCO | Create an on site alternative class similar to opportunity for students who are entering high school with multiple F's or students who are severely credit deficient by the end of first semester | 2011-2012 | \$170,000.00 | | Analysis of grade and behavior data | Susan Boyd, Principal, NVHS; Counselors, Sheri Landrum, Director Student Services; Alt. Ed Principal |
| ILT | Continue specialized PE and Athletic schedules | 2011-2012 | | | Master Schedule analysis | Susan Boyd, Principal, NVHS; Counselors; Department Chairs |
| PD SD | Professional Development – All Staff DataWorks – English Learners Workshop (2 days) | 2011-2012 | \$70,000.00 | | DataWorks Consultant agreement | Gina Simpson, Director Assessment and Accountability; Susan Boyd, Principal, NVHS; Hope McCartney, Coordinator, English Language |

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| | | | | | | Development; Teachers on Special Assignment; Coaches |
| PD | DataWorks – English Learners Lesson Planning and Feedback (2 days) | 2011-2012 | \$70,000.00 | | DataWorks Consultant Agreement | Gina Simpson, Director Assessment and Accountability; Susan Boyd, Principal, NVHS; Hope McCartney, Coordinator, English Language Development; Teachers on Special Assignment; Coaches |
| PD | DataWorks – EDI Classroom Coaching (10 days) | 2011-2012 | \$47,500.00 | | DataWorks Consultant agreement | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal NVHS; District Teachers on Special Assignment; Site Coaches |
| PD SD | Data Teams – Analyzing Assessment Data - CST, Benchmarks, Common Assessments for placement and intervention (1 day) | 2011-2012 | \$31,500.00 | | Staff Trainers/ Facilitators; RCOE consultants via DAIT contract @ \$165,000.00 Title I | Diana Asseier, Asst. Supt. ISS; Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal NVHS; |

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| | | | | | | Site Coaches; Pat Chandler, DAIT Consultant |
| SD PD | Utilizing EADMs and AERIES (1 day) | 2011-2012 | \$31,500.00 | | Staff Trainers/ Facilitators; EADMS / AERIES consultants | Diana Asseier, Asst. Supt. ISS Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal, NVHS; Site Coaches |
| IP SD | Career Choices Curriculum Follow Up (1 day) | 2011-2012 | \$40,410.00 | | Academic Innovations | Susan Boyd, Principal NVHS; Diana Asseier, Asst. Supt. ISS; Amanda Lake, Academic Innovations Consultant |
| IP PD | Step Up to Writing Strategies Across the Curriculum (1 day) | 2011-2012 | \$31,500.00 | | Staff Trainers/ Facilitators; RCOE consultants | Susan Boyd, Principal NVHS; Diana Asseier, Asst. Supt. ISS; Michelle Pierce, Teacher on Special Assignment |
| PD | Positive Behavior Support / Response to Intervention Building Relationships (2 days) | 2011-2012 | \$63,000.00 | | Staff Trainers/ Facilitators; RCOE consultants | Pete Gennaro, Director, SpEd; Susan Boyd, Principal NVHS; Joyce Malle, Coordinator, SpEd |
| SCO PD | Why Try – counselors; classified campus supervisors; parents | 2011-2012 | | | Staff Trainers/ Facilitators; RCOE consultants | Sheri Landrum, Director, Student Services; |

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| SD PD | Professional Learning Communities – Leadership Team | 2011-2012 | \$1,650.00 | | RCOE Contract for PLC support | Susan Boyd, Principal NVHS Diana Asseier, Asst. Supt. ISS; Pat Chandler, DAIT Consultant |
| RP RPR | DataWorks – Classroom Coaching – Administrators | 2011-2012 | \$6,375.00 | | DataWorks Consultant agreement | Gina Simpson, Director Assessment and Accountability; Susan Boyd, Principal NVHS; Diana Asseier, Asst. Supt. ISS |
| IP | IB, AP, and AVID | 2011-2012 | \$20,000.00 | | Additional district support –Title II | Susan Boyd, Principal, NVHS; AVID Coordinator; IB Coordinator |
| RPR | Technology – as it relates to hardware, SMART, and Academies | 2011-2012 | \$10,000.00 | | Vendor Consultants; IT | Steve Marx, Director IT; Susan Boyd, Principal, NVHS; Bill Behrens, Director, Secondary Education |
| RPR IP | Initial or ongoing Professional Development for Academy Teachers: Training for teachers for the six identified academies to be implemented beginning 2011. | 2011-2012 | \$5,000.00 | | RCOE CTE division; District Curriculum experts | Susan Boyd, Principal NVHS Diana Asseier, Asst. Supt. ISS Bill Behrens, Director ISS |
| GS IP PD | On Site Coaches – Follow up on all previous training with all departments in classrooms daily | 2011-2012 | \$255,000.00 | | Classroom walk throughs, accountability plan visits | Susan Boyd, Principal, NVHS; Diana Asseier, Asst. Supt. ISS |

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| | | | | | | Cynthia Woods, Director, Elementary Education; Gina Simpson, Director Assessment and Accountability |
| SD IP | Assessment and Monitoring Develop Common grading criteria based on mastery of standards (competency) | 2011-2012 | | | District and site based committees; ongoing DAIT contract focus | Susan Boyd, Principal, NVHS; Diana Asseier, Asst. Supt. ISS Bill Behrens, Director, Secondary Education; Pat Chandler, DAIT Consultant; Teachers; Site Coaches |
| SD IP | Develop and Score schoolwide writing prompt based on CAHSEE rubric for grades 9 - 10 and based on college entrance criteria for 11-12 | 2011-2012 | | | District and site based committees; ongoing DAIT contract focus; RCC partnership CLIP | Susan Boyd, Principal, NVHS; Diana Asseier, Asst. Supt. ISS Bill Behrens, Director, Secondary Education; Michelle Pierce, Teacher on Special Assignment; Site Coaches; District Teachers on Special Assignment |
| SD | Monitor attendance and enrollment trends to measure impact of interventions | 2011-2012 | | | Data analysis resources from A&A division | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal, NVHS; Counselors; Teachers |

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| SD | Monitor behavior and grade data | 2011-2012 | | | Data analysis resources from A&A division | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal, NVHS; Counselors; Teachers |
| IP SD | Identify and implement grade and other incentives for scoring Proficient or Advanced on state assessments | 2011-2012 | \$8,970.00 | | Data analysis resources from A&A division | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal, NVHS; Counselors; Teachers |
| SCO | Creating Connections Continue Community Liaison | 2011-2012 | \$42,152.00 | | HR staff time; EL Services staff time | Dorman Campbell, Director, HR; Susan Boyd, Principal, NVHS; Diana Asseier, Asst. Supt. ISS |
| SCO | Continue Wylie Center Counselor | 2011-2012 | \$32,267.00 | | Staff assistance | Sheri Landrum, Director, Student Services; Susan Boyd, Principal, NVHS |
| SCO | 8 th – 9 th transition program | 2011-2012 | \$24,000.00 | | HR staff time Principal vertical articulation | Dorman Campbell, Director, HR; Susan Boyd, Principal, NVHS; Middle School Feeder Principals |

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| SCO | Extend club and/or 7 th period opportunities for engagement | 2011-2012 | | | ASB resources and training | Activities Director; Susan Boyd, Principal, NVHS; Assistant Principals |
| SCO | Parent education opportunities | 2011-2012 | | | Special Projects Title I Parent Involvement set aside \$10,000.00 | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal, NVHS; Hope McCartney, Coordinator, English Language Development |
| RPR IP | Technology / Materials / Equipment SMART technology in remaining academic classrooms | 2011-2012 | | | Instructional Technology (IT) Department – install and maintain | Steve Marx; Director IT; Susan Boyd, Principal, NVHS; Bill Behrens, Director, Secondary Education |
| SCO | Computer Lab Access for Parents | 2011-2012 | | | Special Projects Title I Parent Involvement set aside \$10,000.00 | Susan Boyd, Principal, NVHS; Teachers |
| IP | Identify and Implement Career and Technical Education Academies for all 10 th graders; Includes purchase of curriculum, equipment, materials for academies | 2011-2012 | | | | Susan Boyd, Principal, NVHS; Diana Asseier, Asst. Supt. ISS Bill Behrens, Director, Secondary Education |
| IP | Ongoing Materials for Freshman Seminar course | 2011-2012 | \$16,355.51 | | Academic Innovations | Susan Boyd, Principal, NVHS |

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| RPR | Track recruitment and retention of Staff hired in 2010 | 2012-2013 | | | Data analysis resources HR division | Dorman Campbell; Director, HR; Susan Boyd, Principal NVHS; Diana Asseier, Asst. Supt. ISS |
| RPR | Implement Non Monetary Incentives for staff | 2012-2013 | | | Negotiations; problem solving meetings with associations | Craig Wells, Asst. Supt. HR; Susan Boyd, Principal NVHS; Teachers; Diana Asseier, Asst. Supt. ISS |
| RPR | Monitor and refine differentiated compensation plan | 2012-2013 | | | Negotiations; problem solving meetings with associations | Craig Wells, Asst. Supt. HR; Diana Asseier, Asst. Supt. ISS |
| ILT | Extended Day Continue Extended Instructional Minutes | 2012-2013 | \$280,000.00 | | | Susan Boyd, Principal NVHS |
| SD ILT IP | Analyze, Evaluate and Revise Intervention/Acceleration block based on effectiveness | 2012-2013 | | | Data analysis resources from A&A division | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal, NVHS; Counselors; Teachers |
| SD ILT IP | Analyze Use of 7 th period for extended day- expand if needed | 2012-2013 | | | Data analysis resources from A&A division | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal, NVHS; Counselors; Teachers |

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| PD SD | Continue structured collaboration time | 2012-2013 | | | RCOE contract for PLC support; \$25,000.00 Title II | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal NVHS; Pat Chandler, DAIT Consultant |
| IP | Restructure Master Schedule Continue to expand Career and Technical Education Academies for all 11 th and 12 th graders; Includes purchase of curriculum, equipment, materials for academies | 2012-2013 | | | Data analysis resources from A&A division | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal, NVHS; Counselors; Teachers; Bill Behrens, Director, Secondary Education |
| IP | Identify Internships and industry based job experiences for 12 th graders in each pathway to ensure that 100% of graduates leave high school with some work experience in a career setting | 2012-2013 | \$585,000.00 | | Purchasing; RCOE CTE division; Curriculum committee | Susan Boyd, Principal, NVHS; Diana Asseier, Asst. Supt. ISS Bill Behrens, Director, Secondary Education |
| IP | Ensure pathways include options for all students including IB, AVID, EL, SpEd, etc. | 2012-2013 | | | Master Schedule and Data analysis resources from A&A division | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal, NVHS; Counselors; Teachers |

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| IP ILT | Revise and Continue Prescribed Intervention Courses within Academies | 2012-2013 | \$170,000.00 | | Master Schedule and Data analysis resources from A&A division | Gina Simpson, Director, Assessment and Accountability; Susan Boyd, Principal, NVHS; Counselors; Teachers; Bill Behrens, Director, Secondary Education |
| ILT | Continue specialized PE and Athletic schedules | 2012-2013 | | | Master Schedule Analysis | Susan Boyd, Principal, NVHS; Counselors; Department Chair |
| IP ILT | Implement courses for 12 th grade that allow high school students to earn college credit from RCC or to meet the English and Math prerequisites for college entrance and waive placement exams | 2012-2013 | | | City of Riverside Strategic Plan; Workforce Development Board; Riverside Chamber of Commerce Business/Education Partnership RCC/ RCOE/ UCR partners based on data | Diana Asseier, Asst. Supt. ISS Bill Behrens, Director, Secondary Education |
| PD IP | Professional Development – All Staff Ford PAS Next Generation Learning, Transforming Teaching and Learning using the PAS Teaching Pillars, Transforming Teaching and Learning using the PAS Learning Pillars | 2012-2013 | \$70,000.00 | | Ford foundation and RCOE consultants | Susan Boyd, Principal NVHS; Diana Asseier, Asst. Supt. ISS Bill Behrens, Director, Secondary Education; Nancy Pavelski, Riv. Co. Office of Ed. |

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| IP PD | Initial or ongoing Professional Development for Academy Teachers: Training for teachers for the six identified academies that were implemented beginning 2011. | 2012-2013 | \$70,000.00 | | | Susan Boyd, Principal NVHS; Diana Asseier, Asst. Supt. ISS Bill Behrens, Director, Secondary Education |
| PD | One Week Academy to refine and reinforce strategies learned during previous professional development; Analyze data for 2012-2013 school year | 2012-2013 | \$225,500.00 | | In house facilitators, coaches, trainers, RCOE consultants | Susan Boyd, Principal NVHS; Diana Asseier, Asst. Supt. ISS Bill Behrens, Director, Secondary Education; Site Coaches |
| RPR RP PD | On Site Coaches – Follow up on all previous training with all departments in classrooms daily | 2012-2013 | \$255,000.00 | | ISS staff walk throughs; accountability plan expectations | Susan Boyd, Principal NVHS; ISS Directors |
| SD | Assessment and Monitoring Implement Standards based grading and monitor impact on course credit achievement and assessment results | 2012-2013 | \$8,970.00 | | | Susan Boyd, Principal, NVHS; Counselors; Gina Simpson, Director, Assessment and Accountability |
| IP | Increase rigor in academic course work at 9 th and 10 th grade with Springboard supplemental curriculum | 2012-2013 | | | | |
| SCO | Creating Connections Continue Community Liaison | 2012-2013 | \$42,152.00 | | HR staff time; EL Services staff time | Dorman Campbell, Director HR; Susan Boyd Principal NVHS; Diana Asseier, Asst. Supt. ISS |

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| SCO | Continue Wylie Center Counselor | 2012-2013 | \$32,267.00 | | Staff assistance | Sheri Landrum, Director SS; Susan Boyd Principal NVHS |
| SD SCO | Analyze success of 8 th – 9 th transition program; revise and continue | 2012-2013 | \$24,000.00 | | HR staff time Principal vertical articulation | Dorman Campbell, Director HR; Susan Boyd Principal NVHS Feeder principals |
| IP | Technology / Materials / Equipment Continue to expand Career and Technical Education Academies for all 11 th and 12 th graders; Includes purchase of curriculum, equipment, materials for academies | 2012-2013 | | | Vendor Consultants; IT RCOE CTE division; Curriculum experts | Steve Marx, Director IT; Susan Boyd, principal Diana Asseier, Asst. Supt. ISS Bill Behrens, Director ISS |
| IP | Ongoing Materials for Freshman Seminar course | 2012-2013 | \$16,355.51 | | Academic Innovations; | Susan Boyd, Principal NVHS; Amanda Lake, Academic Innovations Consultant |